



**MINISTRY OF EDUCATION  
AND HUMAN RESOURCES  
DEVELOPEMENT**

**PERFORMANCE ASSESSMENT  
REPORT 2019  
Solomon Islands Education  
Statistics Digest**

## FOREWORD FROM PERMANENT SECRETARY

I am pleased once again to present the Ministry of Education and Human Resources Development's (MEHRD) Performance Assessment Report (PAR) 2019.

It is an integral part of our Ministry's endeavour to be accountable and transparent to our partners and stakeholders of our performance. It has been designed to provide data on international and regional goals such as the Sustainable Development Goals (SDGs) and the newly released Pacific Regional Education Framework (PacRef) and while at the same time addressing our own internal needs to track progress against the NEAP (2016-2020) and the Education Strategic Framework 2016-2030.

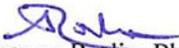
The 2019 PAR is produced to report on the approved Monitoring, Evaluation and Learning Plan Results Framework for the Intermediate and End Outcome Results of the Ministry of Education and Human Resources Development (MEHRD).

This report provides data on access, quality and management of education in the Solomon Islands. Data and indicators have been analysed to provide MEHRD and stakeholders with the most relevant statistical indicators and trends. It is not able to provide every item of data we have. Data coverage ranges from early childhood care and education through to TVET level and covers Education Authorities and provincial data. I urge our partners and stakeholders to use this official data and not utilise unauthorised data about our education system.

Improvements to the Solomon Islands Education Management Information System (SIEMIS) data collection, processing and analysis continues to be a priority for MEHRD. Timeliness and data accuracy require attention to ensure good quality data for decision making. MEHRD is continually improving processes and providing resources to support better collection and validation of data at the school level. I encourage all Education Authorities, school heads and principals to be transparent and accurate in returning the annual school census, which is the basis of SIEMIS, from which data is used for critical MEHRD processes and decision making.

We need to continue to improve the collection, validation, analysis and dissemination of education information to demonstrate our transparency, for MEHRD's use and for use by all stakeholders. It is a significant task to compile this document and is reliant on the work of many different sections of MEHRD as well as Education Authorities and schools. Many thanks to all those who had a part in the final product. This Performance Assessment Report was prepared by MEHRD's Information Services Division SIEMIS team and the Strategic Support Unit. We also would like to acknowledge Australian Government for its ongoing Technical support that has resulted in producing this comprehensive report.

I proudly present to you the 2019 Performance Assessment Report (PAR).

  
Franco Rodie, PhD  
Permanent Secretary  
Ministry of Education and Human Resources Development



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## ACRONYMS

<b>AJR</b>	MEHRD Annual Joint Review
<b>ASER</b>	Age Specific Enrolment Rate
<b>CHS</b>	Community High Schools
<b>DR</b>	Dropout Rate
<b>EA</b>	Education Authority
<b>ECE</b>	Early Childhood Education
<b>ESF</b>	Solomon Island Education Strategic Framework
<b>FBEAP</b>	Forum Basic Education Action Plan
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrolment Ratio
<b>GIR</b>	Gross Intake Rate
<b>GPI</b>	Gender Parity Index
<b>JSS</b>	Junior Secondary School, Year 7 to Year 9
<b>LANG</b>	Language
<b>MDG</b>	Millennium Development Goals
<b>MDPAC</b>	Ministry of Development Planning and Aid Coordination
<b>MEHRD</b>	Ministry of Education and Human Resources Development
<b>MELP</b>	Monitoring, Evaluation and Learning Plan
<b>MoFT</b>	Ministry of Finance and Treasury
<b>MQS</b>	Minimum Quality Standards
<b>NEAP</b>	National Education Action Plan
<b>NER</b>	Net Enrolment Ratio
<b>PacREF</b>	Pacific Regional Education Framework
<b>PEO</b>	Provincial Education Office
<b>PRIM</b>	Primary Education, Prep to Year 6
<b>PCR</b>	Pupil-to-Certified Teacher Ratio
<b>PTR</b>	Pupil-to-Teacher Ratio
<b>PQR</b>	Pupil-to-Qualified-Teacher Ratio
<b>RR</b>	Repetition Rate
<b>SDG4</b>	Sustainable Development Goal 4
<b>SIEMIS</b>	Solomon Islands Education Management Information System
<b>SIG</b>	Solomon Islands Government
<b>SINU</b>	Solomon Islands National University

<b>SITESA</b>	Solomon Islands Tertiary Sector Authority
<b>SPC</b>	The Pacific Community
<b>SR</b>	Survival Rate
<b>SS</b>	Senior Secondary, Year 10 to Year 13
<b>TR</b>	Transition Rate
<b>UIS-AIMS</b>	UNESCO Institute for Statistics-Assessment, Information Systems, Monitoring and Statistics

## 1. EXECUTIVE SUMMARY

### 1.1 Background

This Performance Assessment Report (PAR) contains a digest of data on education indicators relating to the quality, access, participation and management of the SI education system over this current NEAP 2016-2020 period. The PAR is updated annually providing an insight into changes during 2019 but also captures longer term trends over the previous three years.

MEHRD collects a range of quantitative data about schools and students. A key source of the data in the PAR is the annual school survey. The survey is completed in June each year and once collected, is then collated and stored in SIEMIS. Access to the 2019 data in SIEMIS was not available until April 2020, delaying the preparation of the PAR. A change in the survey completion process (including students' names and birthdates) has improved the efficacy of the data this year but makes data comparability with previous years tenuous. Other data is collected from finance and other reports, reviews and evaluations undertaken during the year.

Some of the calculations for the indicators require comparative analysis between school survey and national and provincial census data. The Solomon Islands National Census data is now 10 years old. Data projections are undertaken to provide annual estimates. The longer the length of time from the census survey, the more likely inaccuracies in the comparative data may eventuate.

### 1.2 Access Indicator Key Findings

1. A significant drop in student population from 2018. A total of 209,377 (2018 overall enrolments of 216,270) students were enrolled in schools and centres at ECCE, Primary, Secondary and TVET levels in 2019.
2. Increase in the repetition rate by 1.5% to 1.8% in Year 6 and consistent rates in Year 12 but other year levels decrease as there is no policy to guide decision on this.
3. Survival rate decreases from 55.2% to 47.2% (despite the increase in the transition rate from 88.5% to 89.4%) in Year 6. One of the contributing reasons to the decreasing Survival rate trend is the drop in enrolment.
4. Increase of ECE, Primary and Community High Schools while there is a stagnant number of Provincial and National Secondary Schools.
5. Decrease in the number of classrooms, dormitories and toilets. This is what SIEMIS has that is due to some schools not reporting the number of classrooms, dormitories and toilets in their SIEMIS survey form returned.
6. There is a high percentage of over-age children in the education system. This is linked to the need for an improvement in reducing the late enrolments and to increase the net enrolment rate.

### 1.3 Quality Indicator Key Findings

1. SISTA 2017 reported 70.5% of Year 4 students were at and above expected levels and in Year 6 70.8% were at and above expected level.
2. Generally, high performance in literacy in Year 6 SISTA results (administered 2017). SISTA 2017 reported 68% of Year 6 students were at and above expected level in literacy, 66.6% in reading, 68.7% in language, 27.1% in writing while Year 6 students at and above expected level was 68.9% in literacy, 68.5% in reading, 69.1% in language and 41.3% in writing.
3. PILNA 2018 reported that in Year 4, 42% scored of the students scored above average in literacy while in Year 6, 53% scored at above average.
4. PILNA 2018 reported that in Year 4, 52% of the students scored at above average while in Year 6, 54% scored at above average.
5. More students scored stanines (Grades) 1-4 in SIY9 and SISC.

6. In SINF6SC males performed better in Accounting, Computer Studies and Technology, while females performed better in Agriculture, Biology and Development Studies. Both genders performed lower than average in Economics, English, Geography, History and Mathematics and both genders performed averagely in Physics.
7. There was an increase in certified and qualified teachers with reduced teacher student ratios across primary and secondary.
8. There was an increase in the teacher attrition rate from 2018.
9. There was a reduced number of teacher appraisals completed compared to 2018.

#### **1.4 Management Indicator Key Findings**

1. In 2019 the allocated SIG recurrent budget (272) for education was \$1,198,107,911. The total actual expenditure under this line for 2019 was \$1,150,758,474 leaving a remainder of \$47,349,437 unspent.
2. SIG expenditure on education in 2019 increased by 1% from 2018.
3. Generally, there was an increase schools' grants disbursement from 2018.
4. There was a reduction in MP scholarship grants while generally there was an increase in other grant types.
5. There was an increase in EA grants disbursement in the second biannual.
6. Generally, there was an increase in budget and expenditure in most sectors while a reduction in the tertiary sector.
7. SIG continues to allocate a high proportion of its annual budget to education, with 34% of the SIG overall 2019 budget being allocated to education. This consistently high percentage of government budget and expenditure on education shows that a good education system remains a high government policy priority.

## 2. INTRODUCTION

Collecting, collating and analyzing data is a fundamental requirement to assist MEHRD to monitor, measure, report and learn about changes in education in Solomon Islands. This key data also supports education stakeholders (local, regional, global) and development partners to better understand and respond to the changes. This Performance Assessment Report (PAR) contains a digest of data on education indicators relating to the quality, access, participation and management

Number of schools by sector 2019	
Sector	Number of Schools
Early Childhood	271
Primary	717
Secondary	262
RTC/TVET	50
<b>Total</b>	<b>1300</b>

of education of our education system over this current NEAP 2016-2020 period. The PAR is updated annually providing an insight into changes during 2019 but also captures longer term trends over the previous three years. The indicators are aligned to global (SDG4), regional (Pacific Regional Education Framework 2018-2030 (PacREF), SIG National Development Strategy, National Education Action Plan (NEAP) 2016-2020 and the Education Strategic Framework 2016-2030 (ESF).

MEHRD developed a comprehensive monitoring and evaluation Results Framework (RF) and Monitoring, Evaluation and Learning Plan (MELP) in 2017 to measure improvements in education during the current NEAP. The RF contains the indicators by which the NEAP will be monitored and measured, whilst the MELP describes how the monitoring and measuring will be undertaken. The annual school survey forms the key source of data and data stored in the Solomon Island Education Management Information System (SIEMIS). Additional information is sourced from relevant MEHRD Divisions regular progress reporting, key output reports as well as other Solomon Island Government agencies.

This report forms part of the overall MEHRD combined reporting for 2019 that also includes the Annual Report and Key Outputs Report.

FIGURE 1: MEHRD REPORTS



### Note on Quality of Data

It is acknowledged that there are still gaps in data collection. Data from the annual school survey remains the prime source but not all schools completed the 2019 survey. Historically 85% of school surveys are returned to MEHRD for data entry – a similar percentage was received in 2019. The non-return of school survey forms is primarily from ECCEs.

Some of the calculations for the indicators require comparative analysis between school survey and national and provincial census data. The Solomon Islands National Census data is now 10 years old. Data projections are undertaken to provide annual estimates. The longer the length of time from the census survey, the more likely inaccuracies in the data may eventuate.

Two significant steps were taken in 2019 to improve the quality of SIEMIS data. For the first time, students' names and birthdates were collected during the annual school survey enabling the SIEMIS team to track students more accurately throughout their entire schooling life. Secondly, MEHRD have commenced the shift towards an open source EMIS which, when operational, will allow real time entry and access to data for a range of education stakeholders. This will lead to a profound shift in how data is utilized in improving education service delivery in future years.

Many of the indicators are aligned to or comparable to UNESCO Institute for Statistics standardized metadata technical information for SDG4 indicators and other universally and regionally accepted education indicators. This approach is aimed at supporting consistency and comparability of MEHRD data with SDG4, SIG NDS and other data collection and reporting requirements. Once again, readers of this PAR and stakeholders of the Solomon Islands education sector are encouraged to contact MEHRD and discuss access to SIEMIS customized tables and output to suit a range of research and planning purposes. Much of the education indicator data can also be found on the MEHRD website at [www.merhd.gov.sb](http://www.merhd.gov.sb).

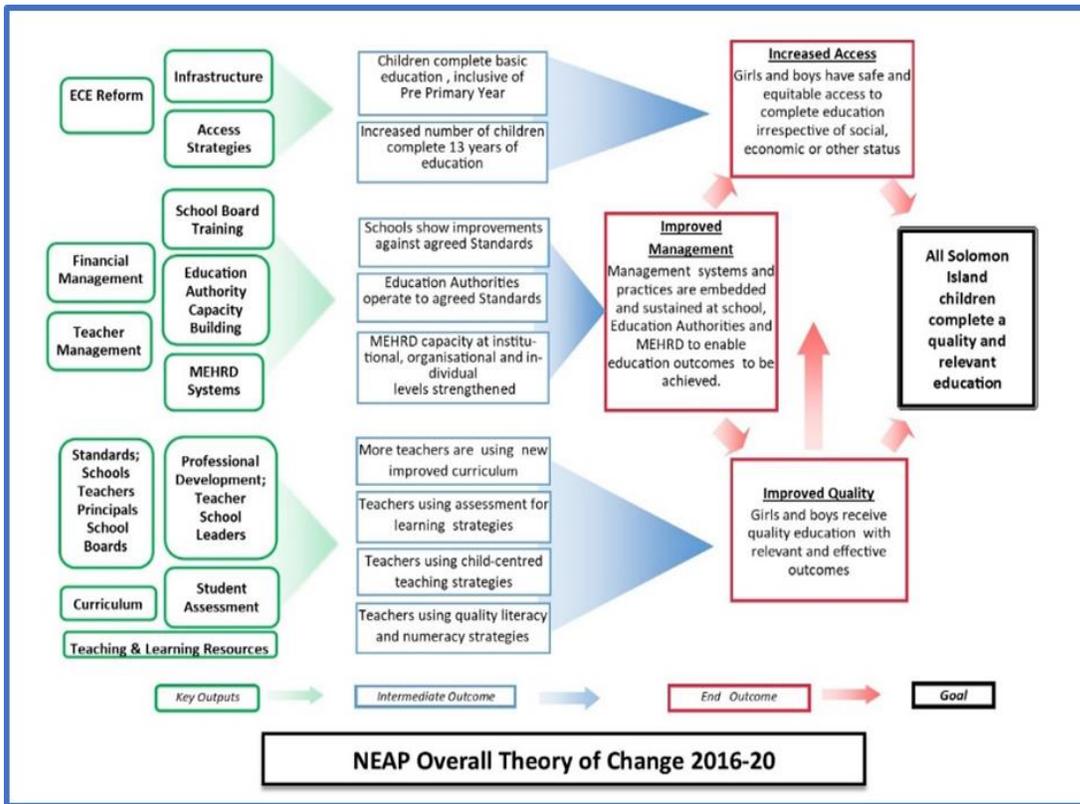
## 2. NEAP 2016-2020 THEORY OF CHANGE

MEHRD developed and commenced implementing a Monitoring, Evaluation and Learning Plan (MELP) in 2017. At the core of the MELP is the description of a Theory of Change (ToC) that describes how MEHRD expects change and education reform to happen over the life of the current NEAP. A mid-NEAP review was undertaken in November 2018 where the NEAP ToC and associated outcomes were revisited. Some minor modifications were suggested to ensure the NEAP remains relevant and achievable.

MEHRD works to achieve the goal ‘all Solomon Island children complete a quality and relevant education’ through three key change processes or ‘pathways of change’, as described below. Theory of Change (TOC) describes how we think change will emerge because of the MEHRD National Education Action Plan (NEAP) implementation.

The ToC provides the basis for monitoring and evaluation by linking the expected results i.e. what and how MEHRD contributed to the results and therefore, what we need to measure and report.

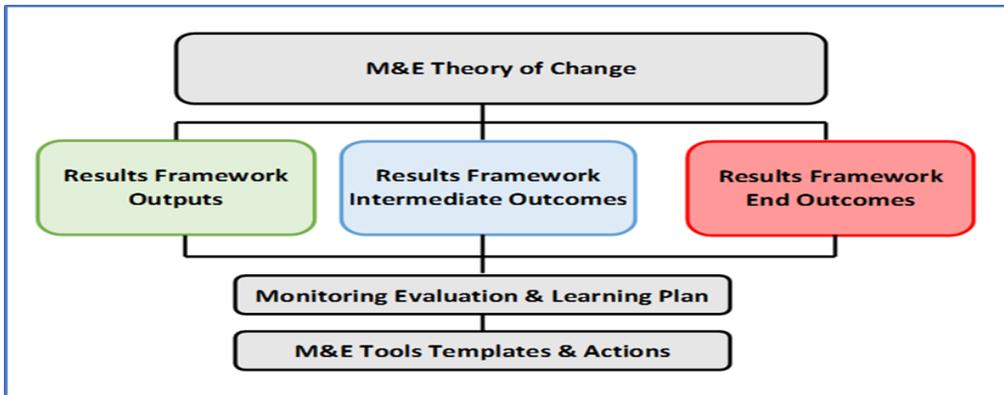
FIGURE 2. NEAP 2016-2012 OVERALL THEORY OF CHANGE



### 3. RESULTS FRAMEWORK

The Results Framework (RF) is used to monitor, measure and manage progress and report on delivery of the results of the NEAP. The RF details the key measurement points of the ToC at the End Outcome, Intermediate Outcome and Output levels. The RF was reviewed and revised in 2018 to better capture and align to data relating to global (SDG4) regional (PacREF 2018-2030) and the SIG SDP indicators. RF will enable the MEHRD to assess and report performance for all results at all levels and provides the framework for all M&E activities within the MELP.

FIGURE 3. KEY COMPONENTS FOR MEASURING RESULTS



#### 4.1 End Outcome. Increased Access and Participation

Girls and boys have the right to expect safe and equitable access to complete their education irrespective of social, economic or other status

##### *EO Indicator 4.1.1. Gross enrolment ratio (GER) by level, gender, disability*

The number of students enrolled in each level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. A high GER generally indicates a high degree of participation, whether the students belong to the official age group or not. A GER value approaching 100% indicates that we can accommodate all our school age population but does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school.

TABLE 1. Gross Enrolment Rate by School level and gender, 2016-2019

Education Sector	2016			2017			2018			2019		
	Female	Male	Total									
ECE	91.3%	88.8%	<b>90.0%</b>	96.1%	91.7%	<b>93.8%</b>	95.2%	89.9%	<b>92.5%</b>	82.0%	82.0%	<b>82.0%</b>
Primary	115.6%	117.7%	<b>116.7%</b>	117.4%	118.9%	<b>118.2%</b>	117.4%	118.3%	<b>117.9%</b>	112.0%	116.0%	<b>114.1%</b>
JSS	75.6%	74.1%	<b>74.9%</b>	75.4%	70.9%	<b>73.1%</b>	73.7%	73.3%	<b>73.5%</b>	70.0%	66.2%	<b>68.0%</b>
SS	34.4%	36.5%	<b>35.5%</b>	34.9%	35.7%	<b>35.3%</b>	34.1%	35.7%	<b>34.9%</b>	32.1%	32.2%	<b>32.1%</b>
<b>Total</b>	<b>79.2%</b>	<b>79.3%</b>	<b>79.3%</b>	<b>80.9%</b>	<b>79.3%</b>	<b>80.1%</b>	<b>80.1%</b>	<b>79.3%</b>	<b>79.7%</b>	<b>74.0%</b>	<b>74.1%</b>	<b>74.1%</b>

Source: SIEMIS

TABLE 2. Gross Enrolment Rate for ECCE by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	79.6%	75.8%	<b>77.6%</b>	81.9%	81.8%	<b>81.9%</b>	95.4%	83.6%	<b>89.3%</b>	90.4%	78.2%	<b>84.1%</b>
Choiseul	72.4%	65.8%	<b>69.0%</b>	70.2%	61.9%	<b>66.0%</b>	66.7%	64.6%	<b>65.6%</b>	52.3%	49.5%	<b>50.8%</b>
Guadalcanal	61.4%	60.2%	<b>60.8%</b>	75.9%	76.1%	<b>76.0%</b>	80.1%	77.2%	<b>78.6%</b>	64.7%	64.5%	<b>64.6%</b>
Honiara	118.9%	113.9%	<b>116.3%</b>	127.6%	121.9%	<b>124.7%</b>	128.0%	117.2%	<b>122.5%</b>	115.7%	122.4%	<b>119.1%</b>
Isabel	107.9%	102.4%	<b>105.1%</b>	141.5%	127.3%	<b>134.1%</b>	119.1%	118.0%	<b>118.5%</b>	90.7%	91.1%	<b>90.9%</b>
Makira and Ulawa	102.6%	107.9%	<b>105.3%</b>	112.6%	114.5%	<b>113.6%</b>	111.7%	104.2%	<b>107.8%</b>	95.1%	94.8%	<b>94.9%</b>
Malaita	93.5%	94.3%	<b>93.9%</b>	100.0%	99.7%	<b>99.9%</b>	103.1%	103.9%	<b>103.5%</b>	95.9%	96.2%	<b>96.0%</b>
Rennell and Bellona	95.3%	93.4%	<b>94.3%</b>	77.0%	73.7%	<b>75.3%</b>	72.2%	64.9%	<b>68.4%</b>	78.5%	51.0%	<b>64.2%</b>
Temotu	122.9%	116.0%	<b>119.3%</b>	117.5%	106.1%	<b>111.6%</b>	118.2%	111.9%	<b>114.9%</b>	115.9%	116.3%	<b>116.1%</b>
Western	58.4%	58.5%	<b>58.4%</b>	56.4%	54.3%	<b>55.3%</b>	57.0%	53.5%	<b>55.2%</b>	52.0%	52.5%	<b>52.3%</b>
<b>ECE Total</b>	<b>91.3%</b>	<b>88.8%</b>	<b>90.0%</b>	<b>96.1%</b>	<b>91.7%</b>	<b>93.8%</b>	<b>95.2%</b>	<b>89.9%</b>	<b>92.5%</b>	<b>82.0%</b>	<b>82.0%</b>	<b>82.0%</b>

Source: SIEMIS

TABLE 3. Gross Enrolment Rate in Primary by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	112.8%	116.4%	<b>114.6%</b>	120.1%	121.6%	<b>120.9%</b>	127.4%	130.9%	<b>129.2%</b>	117.4%	118.8%	<b>118.1%</b>
Choiseul	106.7%	105.3%	<b>106.0%</b>	111.5%	109.4%	<b>110.4%</b>	105.7%	109.4%	<b>107.6%</b>	105.5%	110.1%	<b>107.9%</b>
Guadalcanal	101.9%	104.0%	<b>103.0%</b>	103.5%	104.4%	<b>104.0%</b>	99.8%	99.1%	<b>99.5%</b>	94.2%	94.7%	<b>94.5%</b>
Honiara	136.1%	131.4%	<b>133.7%</b>	124.5%	117.8%	<b>121.0%</b>	119.3%	115.0%	<b>117.2%</b>	121.0%	121.5%	<b>121.3%</b>
Isabel	109.5%	109.7%	<b>109.6%</b>	111.0%	112.9%	<b>112.0%</b>	112.1%	114.5%	<b>113.3%</b>	113.7%	117.2%	<b>115.5%</b>
Makira and Ulawa	107.2%	113.9%	<b>110.6%</b>	111.3%	116.1%	<b>113.7%</b>	115.1%	120.0%	<b>117.6%</b>	108.1%	116.4%	<b>112.3%</b>
Malaita	132.3%	138.2%	<b>135.3%</b>	137.0%	142.3%	<b>139.7%</b>	135.0%	139.8%	<b>137.4%</b>	128.6%	138.6%	<b>133.7%</b>
Rennell and Bellona	109.4%	115.1%	<b>112.2%</b>	97.3%	117.0%	<b>107.0%</b>	121.1%	116.4%	<b>118.8%</b>	111.6%	107.7%	<b>109.7%</b>
Temotu	126.2%	128.0%	<b>127.2%</b>	134.2%	132.7%	<b>133.4%</b>	137.6%	134.3%	<b>136.0%</b>	129.6%	125.4%	<b>127.4%</b>
Western	98.2%	96.9%	<b>97.5%</b>	99.0%	100.9%	<b>100.0%</b>	101.3%	103.5%	<b>102.4%</b>	102.6%	105.4%	<b>104.1%</b>
Primary Total	<b>115.6%</b>	<b>117.7%</b>	<b>116.7%</b>	<b>117.4%</b>	<b>118.9%</b>	<b>118.2%</b>	<b>117.4%</b>	<b>118.3%</b>	<b>117.9%</b>	<b>112.4%</b>	<b>116.4%</b>	<b>114.5%</b>

Source: SIEMIS

TABLE 4. Gross Enrolment Rate in JSS by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	54.2%	56.5%	<b>55.4%</b>	56.2%	56.2%	<b>56.2%</b>	61.2%	60.4%	<b>60.8%</b>	57.8%	57.6%	<b>57.7%</b>
Choiseul	66.2%	64.4%	<b>65.3%</b>	63.7%	58.6%	<b>61.1%</b>	62.7%	54.6%	<b>58.7%</b>	61.7%	54.0%	<b>57.7%</b>
Guadalcanal	69.9%	64.5%	<b>67.1%</b>	68.2%	61.1%	<b>64.5%</b>	65.6%	60.0%	<b>62.8%</b>	62.8%	56.7%	<b>59.6%</b>
Honiara	134.6%	132.7%	<b>133.6%</b>	128.6%	117.9%	<b>123.2%</b>	123.8%	117.5%	<b>120.7%</b>	121.7%	111.7%	<b>116.5%</b>
Isabel	85.6%	81.4%	<b>83.4%</b>	85.9%	76.5%	<b>81.0%</b>	80.1%	80.2%	<b>80.2%</b>	81.3%	83.8%	<b>82.6%</b>
Makira and Ulawa	88.8%	85.1%	<b>86.8%</b>	82.3%	83.5%	<b>83.0%</b>	79.7%	79.5%	<b>79.6%</b>	74.6%	75.1%	<b>74.8%</b>
Malaita	62.8%	64.5%	<b>63.7%</b>	67.9%	65.8%	<b>66.8%</b>	65.7%	66.4%	<b>66.1%</b>	62.7%	62.1%	<b>62.4%</b>
Rennell and Bellona	62.7%	73.0%	<b>67.7%</b>	84.3%	75.2%	<b>79.8%</b>	65.9%	86.8%	<b>76.4%</b>	68.9%	86.3%	<b>77.3%</b>
Temotu	72.8%	75.9%	<b>74.5%</b>	67.6%	73.1%	<b>70.5%</b>	63.4%	68.3%	<b>65.9%</b>	56.6%	59.5%	<b>58.1%</b>
Western	70.2%	67.7%	<b>68.9%</b>	69.1%	62.2%	<b>65.6%</b>	68.6%	59.2%	<b>63.9%</b>	70.5%	60.4%	<b>65.3%</b>
Junior Secondary Total	<b>75.6%</b>	<b>74.1%</b>	<b>74.9%</b>	<b>75.4%</b>	<b>70.9%</b>	<b>73.1%</b>	<b>73.7%</b>	<b>73.3%</b>	<b>73.5%</b>	<b>71.1%</b>	<b>67.2%</b>	<b>69.1%</b>

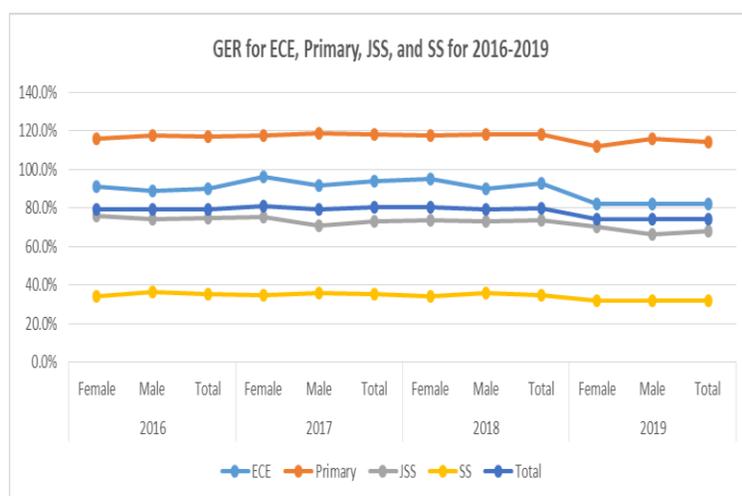
Source: SIEMIS

TABLE 5. Gross Enrolment Rate in SS by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	17.9%	17.7%	<b>17.8%</b>	19.5%	19.2%	<b>19.4%</b>	19.1%	20.5%	<b>19.8%</b>	17.5%	21.1%	<b>19.4%</b>
Choiseul	17.6%	14.4%	<b>15.9%</b>	17.3%	12.6%	<b>14.9%</b>	19.8%	15.3%	<b>17.6%</b>	20.2%	18.5%	<b>19.3%</b>
Guadalcanal	28.3%	27.4%	<b>27.9%</b>	27.9%	27.9%	<b>27.9%</b>	26.6%	26.8%	<b>26.7%</b>	26.9%	26.2%	<b>26.5%</b>
Honiara	111.2%	130.0%	<b>120.7%</b>	108.4%	121.8%	<b>115.1%</b>	105.3%	116.6%	<b>111.0%</b>	99.5%	107.2%	<b>103.4%</b>
Isabel	30.2%	35.7%	<b>33.1%</b>	31.0%	30.1%	<b>30.5%</b>	35.3%	33.0%	<b>34.2%</b>	36.1%	34.0%	<b>35.0%</b>
Makira and Ulawa	35.5%	33.2%	<b>34.3%</b>	35.4%	36.6%	<b>36.0%</b>	35.6%	38.0%	<b>36.8%</b>	33.8%	33.4%	<b>33.6%</b>
Malaita	21.2%	23.3%	<b>22.3%</b>	24.2%	23.8%	<b>24.0%</b>	23.6%	23.5%	<b>23.6%</b>	22.5%	22.2%	<b>22.4%</b>
Rennell and Bellona	23.3%	25.9%	<b>24.7%</b>	28.0%	30.6%	<b>29.3%</b>	24.9%	30.9%	<b>27.9%</b>	24.0%	28.6%	<b>26.3%</b>
Temotu	20.7%	32.0%	<b>26.5%</b>	24.3%	30.5%	<b>27.5%</b>	19.9%	26.5%	<b>23.2%</b>	16.6%	21.8%	<b>19.3%</b>
Western	29.8%	29.7%	<b>29.7%</b>	29.5%	29.0%	<b>29.2%</b>	30.4%	25.4%	<b>27.9%</b>	29.7%	27.2%	<b>28.4%</b>
Senior Secondary Total	<b>34.4%</b>	<b>36.5%</b>	<b>35.5%</b>	<b>34.9%</b>	<b>35.7%</b>	<b>35.3%</b>	<b>34.1%</b>	<b>35.7%</b>	<b>34.9%</b>	<b>33.1%</b>	<b>33.2%</b>	<b>33.2%</b>

Source: SIEMIS

FIGURE 4. GRAPH OF SUMMARIZED GER



The total national GER for all education levels significantly decreased by 5.6% from 2018 to 2019. At the primary sector also has a slight decrease of 3.4% from 117.9% (2018) to 114.5% (2019) occurred. This indicates a reduction of over-age enrolments compared to the previous year. One of the contributing factors to this reduction is the improved system capture student data through personal ID introduced in 2019 school survey administration.

At the sub-national level for the primary sector Malaita still maintains the highest GER of 133.7% compared to other provinces, which therefore means a high degree of participation regardless of the age within the province. Guadalcanal has the lowest GER of 94.5% which means that the aggregate number of places for pupils in the province is approaching the number required for universal access of the official age group. At both junior and secondary level only Honiara has the GER exceeding 100% which in principle can still accommodate all its school-age population. Urban drift is the key contributing factor to this result, with many students and parents preferring students enroll in the secondary schools in the city.

#### ***EO Indicator 4.1.2. Net enrolment rates (NER) by level and gender***

The Net Enrolment Rate (NER) is defined as enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population. In the Solomon Islands it is ages 3-4 for ECCE, age 5-11 for Primary, age 12-14 for Junior Secondary and age 15-18 for Senior Secondary including year 13 which is the foundation year at the Senior Secondary Level. The high NER denotes a high degree of coverage for the official school-aged population.

TABLE 6. Summary of NER 2016-2019

Education Sector	2016			2017			2018			2019		
	Female	Male	Total									
<b>ECE</b>	39.1%	37.8%	<b>38.4%</b>	41.9%	39.7%	<b>40.7%</b>	41.2%	37.8%	<b>39.4%</b>	32.0%	30.4%	<b>31.2%</b>
<b>Primary</b>	90.8%	91.8%	<b>91.3%</b>	91.9%	92.7%	<b>92.3%</b>	91.8%	91.7%	<b>91.8%</b>	76.5%	77.7%	<b>77.1%</b>
<b>JSS</b>	41.7%	38.1%	<b>39.8%</b>	41.0%	35.7%	<b>38.3%</b>	39.1%	35.4%	<b>37.2%</b>	18.9%	16.5%	<b>17.7%</b>
<b>SS</b>	29.4%	29.3%	<b>29.4%</b>	30.3%	28.9%	<b>29.6%</b>	29.3%	28.6%	<b>28.9%</b>	19.3%	17.7%	<b>18.5%</b>
<b>Total</b>	<b>50.3%</b>	<b>49.3%</b>	<b>49.7%</b>	<b>51.2%</b>	<b>49.3%</b>	<b>50.2%</b>	<b>50.4%</b>	<b>48.4%</b>	<b>49.4%</b>	<b>36.7%</b>	<b>35.6%</b>	<b>36.1%</b>

Source: SIEMIS

TABLE 7. Net Enrolment rate in ECE by province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	33.7%	32.3%	<b>33.0%</b>	35.2%	35.4%	<b>35.3%</b>	42.0%	32.7%	<b>37.2%</b>	41.3%	35.8%	<b>38.5%</b>
Choiseul	30.2%	28.2%	<b>29.2%</b>	32.5%	28.0%	<b>30.2%</b>	28.2%	24.8%	<b>26.5%</b>	16.7%	15.4%	<b>16.0%</b>
Guadalcanal	12.0%	11.7%	<b>11.8%</b>	35.3%	34.2%	<b>34.7%</b>	35.5%	34.6%	<b>35.0%</b>	25.2%	23.8%	<b>24.5%</b>
Honiara	62.2%	58.2%	<b>60.2%</b>	60.1%	57.6%	<b>58.8%</b>	56.5%	50.9%	<b>53.6%</b>	46.1%	44.7%	<b>45.4%</b>
Isabel	57.7%	54.0%	<b>55.8%</b>	75.1%	64.7%	<b>69.7%</b>	55.4%	53.9%	<b>54.6%</b>	35.3%	34.7%	<b>35.0%</b>
Makira and Ulawa	46.9%	48.0%	<b>47.5%</b>	53.5%	50.7%	<b>52.1%</b>	47.9%	41.8%	<b>44.7%</b>	34.7%	33.3%	<b>34.0%</b>
Malaita	39.1%	37.8%	<b>38.4%</b>	39.1%	38.3%	<b>38.7%</b>	37.5%	35.3%	<b>36.4%</b>	35.0%	33.0%	<b>34.0%</b>
Rennell and Bellona	42.1%	38.5%	<b>40.2%</b>	37.2%	35.0%	<b>36.1%</b>	32.2%	28.9%	<b>30.5%</b>	32.3%	25.0%	<b>28.5%</b>
Temotu	63.3%	58.8%	<b>61.0%</b>	61.3%	52.8%	<b>56.9%</b>	53.0%	53.0%	<b>53.0%</b>	57.3%	62.5%	<b>60.0%</b>
Western	26.4%	26.8%	<b>26.6%</b>	25.1%	24.1%	<b>24.6%</b>	23.9%	21.8%	<b>22.8%</b>	22.0%	19.9%	<b>20.9%</b>
ECE Total	<b>39.1%</b>	<b>37.8%</b>	<b>38.4%</b>	<b>41.9%</b>	<b>39.7%</b>	<b>40.7%</b>	<b>41.2%</b>	<b>37.8%</b>	<b>39.4%</b>	<b>32.0%</b>	<b>30.4%</b>	<b>31.2%</b>

Source: SIEMIS

TABLE 8. Net Enrolment Rate in PS by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Central	85.8%	87.0%	<b>86.4%</b>	89.4%	89.9%	<b>89.6%</b>	94.2%	96.2%	<b>95.2%</b>	81.6%	84.2%	<b>82.9%</b>
Choiseul	84.7%	82.5%	<b>83.5%</b>	86.9%	84.8%	<b>85.8%</b>	82.1%	82.9%	<b>82.5%</b>	81.3%	83.1%	<b>82.2%</b>
Guadalcanal	81.1%	82.1%	<b>81.6%</b>	81.6%	82.4%	<b>82.0%</b>	78.5%	78.0%	<b>78.2%</b>	71.7%	71.6%	<b>71.7%</b>
Honiara	113.3%	110.7%	<b>112.0%</b>	105.4%	100.6%	<b>102.9%</b>	103.7%	97.7%	<b>100.7%</b>	98.9%	98.2%	<b>98.6%</b>
Isabel	86.3%	85.1%	<b>85.7%</b>	88.2%	87.6%	<b>87.9%</b>	88.9%	89.7%	<b>89.3%</b>	84.2%	89.1%	<b>86.7%</b>
Makira and Ulawa	83.6%	86.3%	<b>85.0%</b>	85.3%	86.6%	<b>86.0%</b>	89.1%	91.1%	<b>90.1%</b>	80.9%	86.3%	<b>83.6%</b>
Malaita	102.3%	107.2%	<b>104.8%</b>	106.4%	110.5%	<b>108.5%</b>	102.5%	106.0%	<b>104.2%</b>	93.3%	99.5%	<b>96.5%</b>
RenBel	90.9%	85.6%	<b>88.3%</b>	79.4%	86.8%	<b>83.0%</b>	96.6%	96.6%	<b>96.6%</b>	80.8%	86.2%	<b>83.5%</b>
Temotu	95.4%	93.2%	<b>94.2%</b>	98.3%	98.4%	<b>98.4%</b>	103.9%	100.3%	<b>102.1%</b>	96.2%	90.1%	<b>93.0%</b>
Western	75.8%	74.3%	<b>75.0%</b>	76.8%	77.4%	<b>77.1%</b>	78.7%	79.1%	<b>78.9%</b>	79.9%	79.2%	<b>79.5%</b>
PS Total	<b>90.8%</b>	<b>91.8%</b>	<b>91.3%</b>	<b>91.9%</b>	<b>92.7%</b>	<b>92.3%</b>	<b>91.8%</b>	<b>91.7%</b>	<b>91.8%</b>	<b>84.7%</b>	<b>86.8%</b>	<b>85.7%</b>

Source: SIEMIS

TABLE 9. Net Enrolment Rate in JSS by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	27.4%	27.1%	<b>27.3%</b>	30.8%	25.7%	<b>28.2%</b>	27.3%	21.5%	<b>24.4%</b>	19.8%	20.3%	<b>20.1%</b>
Choiseul	34.7%	31.5%	<b>33.1%</b>	30.9%	27.9%	<b>29.4%</b>	28.5%	23.4%	<b>26.0%</b>	32.7%	28.1%	<b>30.3%</b>
Guadalcanal	42.3%	37.2%	<b>39.7%</b>	38.0%	31.1%	<b>34.4%</b>	37.2%	31.7%	<b>34.5%</b>	32.6%	25.4%	<b>28.9%</b>
Honiara	83.4%	77.2%	<b>80.3%</b>	81.3%	68.3%	<b>74.7%</b>	83.6%	73.5%	<b>78.6%</b>	76.0%	65.8%	<b>70.7%</b>
Isabel	53.2%	44.8%	<b>48.8%</b>	50.4%	45.3%	<b>47.8%</b>	42.6%	41.7%	<b>42.1%</b>	46.7%	46.9%	<b>46.8%</b>
Makira and Ulawa	45.7%	42.8%	<b>44.2%</b>	42.5%	37.1%	<b>39.6%</b>	39.9%	35.8%	<b>37.9%</b>	32.3%	28.2%	<b>30.2%</b>
Malaita	29.7%	28.2%	<b>29.0%</b>	33.7%	32.5%	<b>33.1%</b>	30.9%	28.0%	<b>29.5%</b>	25.1%	22.9%	<b>24.0%</b>
Rennell and Bellona	36.5%	42.6%	<b>39.5%</b>	37.0%	35.5%	<b>36.3%</b>	29.5%	34.7%	<b>32.1%</b>	40.9%	35.5%	<b>38.3%</b>
Temotu	35.0%	34.8%	<b>34.9%</b>	31.1%	32.3%	<b>31.7%</b>	30.5%	33.5%	<b>32.0%</b>	24.7%	25.9%	<b>25.3%</b>
Western	39.6%	35.1%	<b>37.3%</b>	38.2%	30.3%	<b>34.1%</b>	40.6%	30.4%	<b>35.5%</b>	38.6%	30.3%	<b>34.3%</b>
JSS Total	<b>41.7%</b>	<b>38.1%</b>	<b>39.8%</b>	<b>41.0%</b>	<b>35.7%</b>	<b>38.3%</b>	<b>39.1%</b>	<b>35.4%</b>	<b>37.2%</b>	<b>35.4%</b>	<b>30.7%</b>	<b>33.0%</b>

Source: SIEMIS

TABLE 10. Net Enrolment Rate in SS by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Central	16.1%	15.0%	15.5%	17.2%	15.6%	16.4%	16.0%	13.5%	14.7%	14.0%	12.8%	13.4%
Choiseul	14.6%	11.0%	12.7%	15.9%	10.4%	13.1%	18.4%	13.4%	15.9%	16.9%	14.6%	15.7%
Guadalcanal	25.0%	23.6%	24.3%	24.9%	23.7%	24.3%	23.3%	22.2%	22.7%	23.3%	20.9%	22.1%
Honiara	92.2%	102.1%	97.2%	90.3%	95.5%	92.9%	87.6%	91.1%	89.3%	82.8%	83.8%	83.3%
Isabel	26.4%	28.9%	27.7%	28.1%	26.5%	27.3%	33.3%	30.0%	31.7%	34.1%	31.3%	32.6%
Makira and Ulawa	31.5%	26.5%	28.9%	30.0%	27.7%	28.8%	30.8%	30.2%	30.5%	28.8%	25.2%	26.9%
Malaita	17.9%	17.9%	17.9%	20.6%	19.2%	19.9%	20.0%	19.1%	19.6%	17.5%	15.9%	16.7%
Rennell and Bellona	21.6%	19.6%	20.5%	25.1%	27.9%	26.5%	17.9%	22.9%	20.4%	19.9%	22.6%	21.2%
Temotu	18.4%	25.5%	22.0%	21.9%	25.2%	23.6%	18.0%	21.2%	19.6%	13.3%	15.7%	14.5%
Western	26.1%	25.0%	25.5%	27.0%	24.7%	25.8%	27.8%	22.2%	25.0%	27.1%	22.9%	24.9%
SS Total	29.4%	29.3%	29.4%	30.3%	28.9%	29.6%	29.3%	28.6%	28.9%	28.0%	25.8%	26.9%

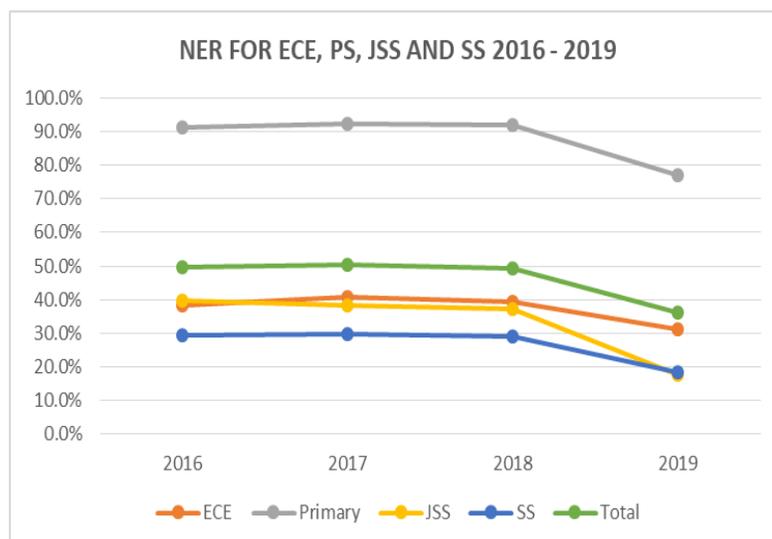
Source: SIEMIS

TABLE 11. NER for Age 5 in PPY by Province 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	26.6%	20.7%	25.0%	32.1%	27.5%	29.7%	46.5%	50.4%	48.5%	56.2%	44.2%	50.0%
Choiseul	10.3%	11.9%	11.1%	25.1%	20.2%	22.6%	24.8%	24.2%	25.5%	25.4%	22.3%	23.8%
Guadalcanal	23.8%	22.2%	23.0%	27.4%	25.2%	26.3%	28.8%	27.7%	28.2%	30.2%	28.6%	29.3%
Honiara	26.4%	29.1%	27.8%	21.3%	24.8%	23.1%	23.0%	21.9%	22.4%	19.0%	18.6%	18.8%
Isabel	10.2%	12.1%	11.2%	7.1%	5.5%	6.3%	3.1%	6.0%	4.6%	21.5%	21.2%	21.3%
Makira and Ulawa	8.9%	8.1%	8.5%	17.0%	16.6%	16.8%	20.6%	18.0%	19.3%	12.4%	9.8%	11.1%
Malaita	41.2%	37.5%	39.3%	52.2%	44.8%	48.4%	50.7%	52.6%	51.7%	54.6%	57.7%	56.2%
Rennell and Bellona	19.5%	18.2%	18.8%	38.1%	51.1%	44.8%	34.9%	17.0%	25.6%	56.8%	20.8%	38.0%
Temotu	38.9%	26.9%	32.7%	39.4%	47.5%	43.6%	47.6%	46.7%	47.1%	29.2%	30.5%	29.9%
Western	21.2%	18.1%	19.6%	18.8%	15.7%	17.2%	23.8%	22.5%	23.1%	22.0%	22.5%	22.3%
PPY NER Total	23.0%	20.5%	21.7%	27.9%	27.9%	27.9%	30.4%	28.7%	29.5%	32.7%	31.9%	32.3%

Source: SIEMIS

FIGURE 5. GRAPH OF NER TOTAL 2016-2019



The total average NER for all sub-sectors from 2018 (49.4%) to 2019 (36.1%), a significant decrease of 13.3% from 2018. More than half (63.1%) of the total students are not enrolled at their specified level of education. All education sub-sectors decreased from 2018 results. The decreasing trend is most likely due to the improved data quality with the system in the 2019 school survey capturing students' date of birth and names.

At the Primary sub-national level Honiara has 98.6% NER which denotes a high degree of coverage for the official school-age population than any other Provinces as well as at the senior secondary with 83.3% which well ahead from all provinces. Therefore, Honiara still maintains high NER due to influx of urban drift from provinces to the city and access to the senior secondary schools.

PPY NER at the national level for age 5 slightly increased from 2018 (29.5%) to 2019 (32.3%) by 2.8%, with the female cohort slightly increased by 2.3% and males 3.2%. Isabel has marginally improved by 16.7% NER, Renbell 12.4%, Malaita 4.5% and Central Islands Province with 1.5% whereas all other provinces have a decreasing trend. However only Malaita and Central Islands Province NER is 50% and above which denotes that they have a high participation of official school age children in PPY than all other provinces.

### ***EO Indicator 4.1.3. Out of school rate (primary, junior secondary, senior secondary)***

Children and young people in the official age range for the given level of education who are not enrolled in primary, secondary or higher levels of education. This indicator is used to identify the size of the population in the official age range for the given level of education who are not enrolled in school in order that they can be better targeted and appropriate policies can be put in place to ensure they have access to education.

The calculation is taken by the number of students of the official age for the given level of education enrolled in primary, secondary or higher levels of education is subtracted from the total population of the same age.

**TABLE 12.** Out of school rate for primary by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Central	23.4%	10.6%	<b>16.8%</b>	16.9%	7.0%	<b>11.8%</b>	8.1%	-2.2%	<b>2.8%</b>	6.2%	6.2%	<b>6.2%</b>
Choiseul	30.6%	16.6%	<b>23.5%</b>	26.2%	11.5%	<b>18.7%</b>	27.8%	10.7%	<b>18.9%</b>	8.3%	8.6%	<b>8.5%</b>
Guadalcanal	33.3%	18.3%	<b>25.6%</b>	24.7%	10.3%	<b>17.3%</b>	32.2%	20.8%	<b>26.4%</b>	43.1%	46.4%	<b>44.7%</b>
Honiara	-4.3%	-14.2%	<b>-9.3%</b>	-2.7%	-10.3%	<b>-6.5%</b>	1.0%	-7.0%	<b>-3.0%</b>	8.9%	9.8%	<b>9.3%</b>
Isabel	20.6%	11.1%	<b>15.8%</b>	13.7%	4.6%	<b>9.1%</b>	15.1%	0.4%	<b>7.4%</b>	7.3%	6.9%	<b>7.1%</b>
Makira and Ulawa	22.1%	7.4%	<b>14.4%</b>	19.2%	6.9%	<b>12.8%</b>	16.6%	5.6%	<b>11.0%</b>	14.8%	13.4%	<b>14.1%</b>
Malaita	-0.8%	-11.5%	<b>-6.3%</b>	-6.0%	-16.3%	<b>-11.4%</b>	-4.0%	-14.1%	<b>-9.2%</b>	15.6%	9.3%	<b>12.4%</b>
Rennell and Bellona	2.5%	13.4%	<b>7.7%</b>	15.4%	19.0%	<b>17.2%</b>	13.8%	15.4%	<b>14.6%</b>	0.7%	0.9%	<b>0.8%</b>
Temotu	14.1%	-5.0%	<b>4.2%</b>	10.8%	-4.3%	<b>3.1%</b>	-1.2%	-12.0%	<b>-6.6%</b>	2.6%	3.7%	<b>3.1%</b>
Western	49.2%	32.2%	<b>40.5%</b>	54.2%	30.7%	<b>41.9%</b>	48.3%	26.0%	<b>36.7%</b>	22.6%	25.4%	<b>24.0%</b>
<b>Total</b>	<b>16.8%</b>	<b>3.8%</b>	<b>10.1%</b>	<b>13.1%</b>	<b>0.6%</b>	<b>6.6%</b>	<b>14.2%</b>	<b>2.1%</b>	<b>8.0%</b>	<b>13.0%</b>	<b>13.1%</b>	<b>13.1%</b>

Source: SIEMIS

The total out of school rate at the national level increased from 2018 by 5.1% with females has decreased by 1.2% and males marginally increases by 11%. The total shows that both gender were equally not participating in the primary sector. At the sub-national level Guadalcanal Province recorded the biggest increase in out-of-school rate by 18.3% from 2018. Guadalcanal has the highest out of school rate with 44.7% which denotes that a significant proportion of children were not accessing basic education, or not attending primary education at their official age. Renbell (13.8%) and Western (12.7%) province significantly has an improvement of out of school children from previous year 2018. Some of the contributing factors to high out of school rates include late

entrants to education, distance to schools and dropping out before reaching final year of completion of the education level.

**EO Indicator 4.1.4. Age-specific enrolment rates (ASER)**

Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age. This indicator helps to measure how many children of a specific age are participating in schooling i.e. enrolment of a specific age enrolled, irrespective of the level of education, as a percentage of the population of the same age. The difference between the ASER and 100 percent indicates the percentage of children of a given age group who do not receive any form of education. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving participation of the age.

**TABLE 13.** Age-specific enrolment rates (ASER) for all students attending ECE to SS for 2016-2019

Age	Enrolment				Population				ASER			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
3	5,370	5,628	5,431	4,279	16,499	16,456	16,458	16,515	32.5%	34.2%	33.0%	25.9%
4	6,624	6,838	6,996	6,016	16,508	16,472	16,430	16,471	40.1%	41.5%	42.6%	36.5%
5	11,439	12,903	12,783	12,376	16,512	16,489	16,454	16,434	69.3%	78.3%	77.7%	75.3%
6	13,882	14,747	15,257	13,908	16,495	16,494	16,471	16,449	84.2%	89.4%	92.6%	84.6%
7	15,916	16,555	16,675	15,180	16,122	16,479	16,478	16,459	98.7%	100.5%	101.2%	92.2%
8	17,334	17,718	17,474	15,492	16,212	16,108	16,465	16,464	106.9%	110.0%	106.1%	94.1%
9	16,904	17,612	17,348	16,618	16,178	16,199	16,096	16,450	104.5%	108.7%	107.8%	101.0%
10	16,879	17,222	16,919	16,445	16,067	16,166	16,187	16,079	105.1%	106.5%	104.5%	102.3%
11	15,788	15,834	15,447	15,116	15,885	16,055	16,154	16,172	99.4%	98.6%	95.6%	93.5%
12	15,682	15,837	15,659	15,662	15,627	15,873	16,043	16,138	100.4%	99.8%	97.6%	97.1%
13	15,676	15,501	15,527	15,750	15,298	15,615	15,861	16,028	102.5%	99.3%	97.9%	98.3%
14	14,208	14,553	14,200	14,221	14,891	15,285	15,602	15,844	95.4%	95.2%	91.0%	89.8%
15	12,298	12,044	12,016	12,191	14,410	14,877	15,271	15,588	85.3%	81.0%	78.7%	78.2%
16	10,776	10,428	10,365	10,752	13,869	14,395	14,862	15,252	77.7%	72.4%	69.7%	70.5%
17	8,689	9,344	9,248	9,079	13,295	13,853	14,378	14,843	65.4%	67.5%	64.3%	61.2%
18	6,700	7,231	7,792	7,449	12,729	13,278	13,835	14,360	52.6%	54.5%	56.3%	51.9%
19	4,225	4,565	4,707	5,856	12,212	12,711	13,260	13,815	34.6%	35.9%	35.5%	42.4%
20	2,671	2,602	2,695	3,414	11,776	12,193	12,691	13,239	22.7%	21.3%	21.2%	25.8%
21	7	4		67	11,409	11,756	12,173	12,671	0.1%	0.0%	0.0%	0.5%
22		2		8	11,047	11,389	11,736	12,154	0.0%	0.0%	0.0%	0.1%
23	1	3		2	10,698	11,027	11,368	11,717	0.0%	0.0%	0.0%	0.0%

Source: SIEMIS

**TABLE 14.** Age Specific Enrolment Rate for age 5 by Province, 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Central	54.5%	64.0%	<b>59.4%</b>	65.0%	65.5%	<b>65.3%</b>	90.0%	90.0%	<b>90.0%</b>	103.3%	86.3%	<b>94.5%</b>
Choisuel	50.3%	42.6%	<b>46.4%</b>	58.4%	62.5%	<b>60.5%</b>	58.3%	54.4%	<b>56.3%</b>	58.0%	44.0%	<b>50.9%</b>
Guadalcanal	55.9%	54.1%	<b>55.0%</b>	71.9%	69.6%	<b>70.8%</b>	72.7%	68.8%	<b>70.7%</b>	66.8%	64.2%	<b>65.5%</b>
Honiara	111.1%	98.8%	<b>104.8%</b>	101.6%	100.2%	<b>100.9%</b>	103.2%	93.6%	<b>98.3%</b>	92.8%	96.3%	<b>94.6%</b>
Isabel	66.2%	63.8%	<b>65.0%</b>	85.0%	71.5%	<b>78.1%</b>	57.5%	58.0%	<b>57.8%</b>	69.5%	70.7%	<b>70.1%</b>
Markira/Ulawa	59.0%	63.6%	<b>61.4%</b>	73.2%	70.4%	<b>71.7%</b>	79.3%	72.9%	<b>76.0%</b>	65.7%	60.0%	<b>62.7%</b>
Malaita	82.5%	79.8%	<b>81.1%</b>	91.9%	96.6%	<b>94.3%</b>	93.9%	96.5%	<b>95.2%</b>	95.7%	99.0%	<b>97.4%</b>
Renbel	73.2%	72.7%	<b>72.9%</b>	71.4%	57.8%	<b>64.4%</b>	72.1%	48.9%	<b>60.0%</b>	104.5%	41.7%	<b>71.7%</b>
Temotu	88.6%	88.0%	<b>88.3%</b>	108.8%	91.2%	<b>99.6%</b>	102.2%	94.1%	<b>98.0%</b>	85.2%	84.9%	<b>85.1%</b>
Western	50.8%	50.5%	<b>50.7%</b>	44.0%	47.6%	<b>45.9%</b>	50.6%	49.2%	<b>49.9%</b>	48.8%	50.2%	<b>49.5%</b>
Total	<b>69.2%</b>	<b>67.8%</b>	<b>68.5%</b>	<b>77.1%</b>	<b>73.3%</b>	<b>75.1%</b>	<b>78.0%</b>	<b>72.6%</b>	<b>75.2%</b>	<b>76.2%</b>	<b>74.5%</b>	<b>75.3%</b>

Source: SIEMIS

Table 13 above shows there is a high degree of participation between ages of 7 to 13 years old children with more than 90% in the education system. At the sub-national level Malaita province has the highest participation of 97.4% for age 5 with Central, Isabel, Malaita, and Rennell Bellona Province having an increasing trend. Western province has the lowest. Overall, it shows that 24.7% (females 23.8% and males 25.5%) of the population age 5 still not enrolled in the education system.

#### ***EO Indicator 4.1.5. School life expectancy***

School Life Expectancy is defined as the total number of years of schooling that a child entering the school system could expect to receive in the future, if the probability of her or his enrolment is equal to the prevailing participation rates.

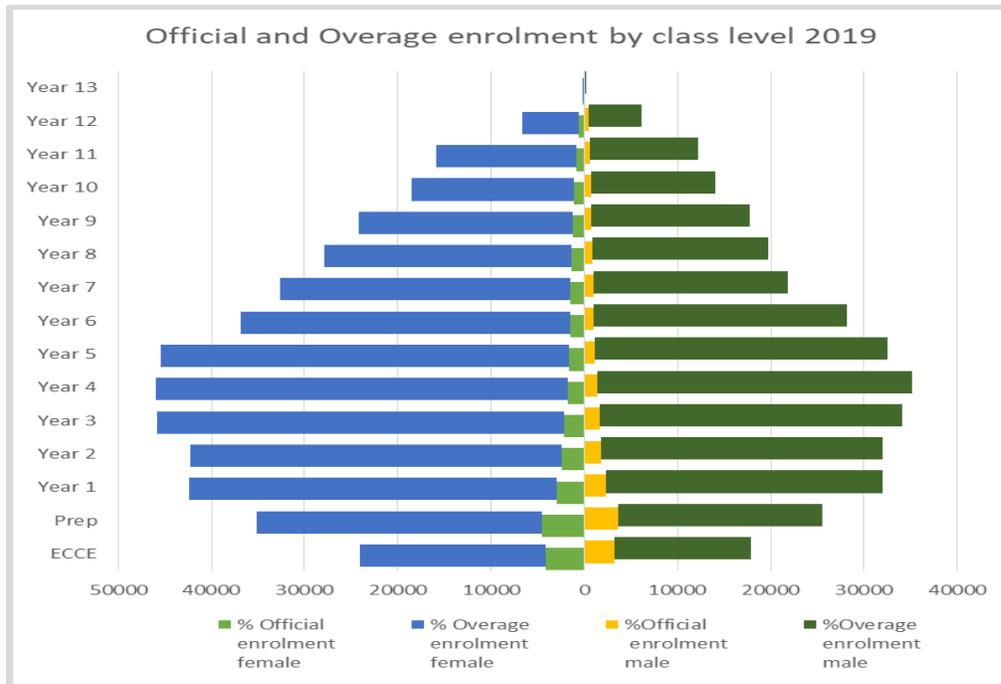
It describes the average number of years that a child is likely to spend in the education system. It indicates the average duration of schooling in years, not the number of grades. It is not necessarily a measure of actual or current attainment but rather of what the next cohort entering the school system may achieve.

Note: This is a recently added indicator. No data has been collected yet.

#### ***EO Indicator 4.1.6. Percentage of children over-aged for primary and lower secondary by gender***

The percentage of pupils in each level of education (primary and lower secondary) who are at least two years above the intended age for their grade. A high percentage indicates both retention and quality issues may be impacting on the education system (internal efficiency and quality). Older age students place pressure on the provision of services and potentially impacts on the quality of the teaching and learning experience.

**FIGURE 6. AGE STRUCTURE PYRAMIDS IN SI FORMAL EDUCATION SYSTEM, 2019**



Source: SIEMIS

**TABLE 15. Number of overage students per education sub-sector, 2016-2019**

Education Sector	2016			2017			2018			2019		
	Female	Male	Total									
ECCE	7,548	7,970	15,518	8,323	8,936	17,259	8,674	9,066	17,740	4,574	5,194	9,768
Primary	57,817	62,847	120,664	57,616	63,474	121,090	58,009	62,725	120,734	46,645	52,554	99,199
Junior Secondary	13,954	15,586	29,540	15,465	15,531	30,996	15,414	15,788	31,202	12,902	13,242	26,144
Senior Secondary	7,966	9,213	17,179	5,415	9,292	14,707	8,638	9,304	17,942	7,136	8,025	15,161
<b>Total</b>	<b>87,285</b>	<b>95,616</b>	<b>182,901</b>	<b>86,819</b>	<b>97,233</b>	<b>184,052</b>	<b>90,735</b>	<b>96,883</b>	<b>187,618</b>	<b>71,257</b>	<b>79,015</b>	<b>150,272</b>

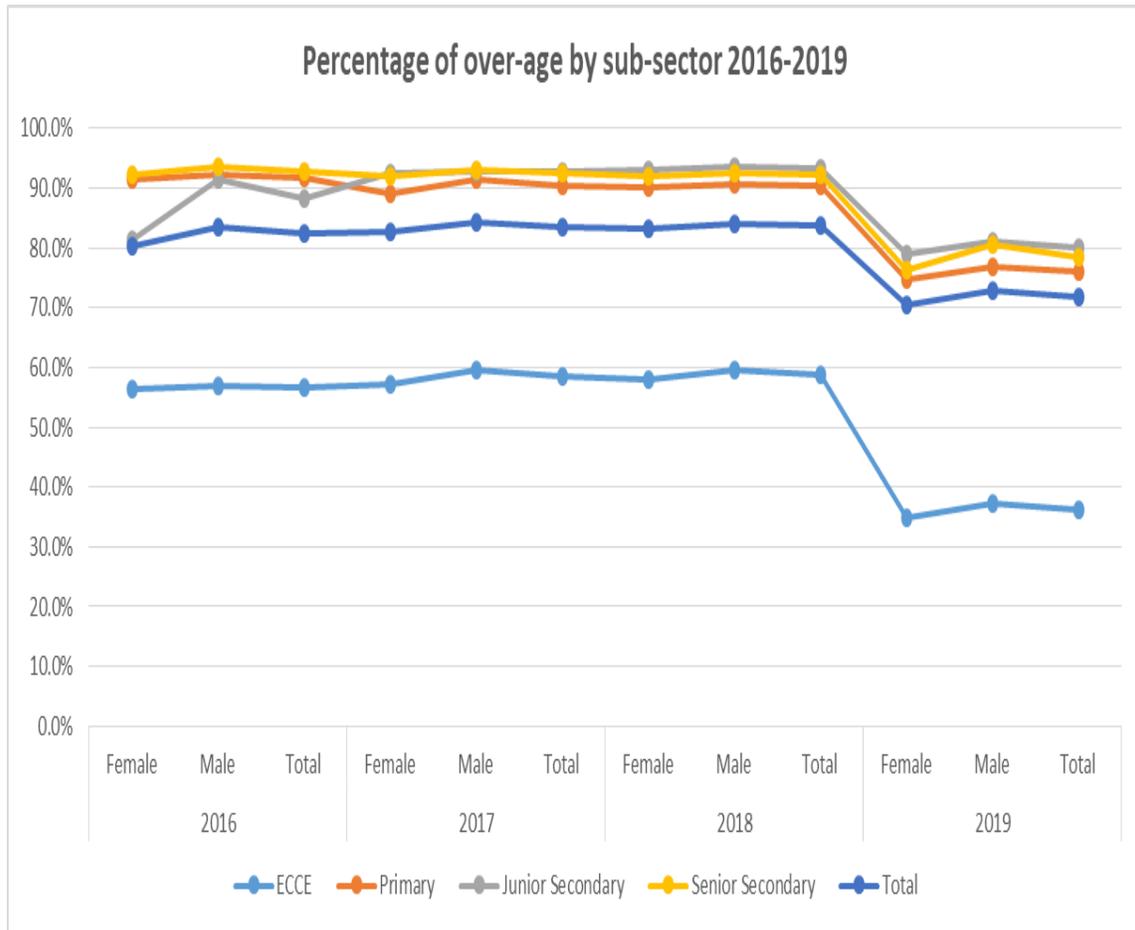
Source: SIEMIS

**TABLE 16. Percentage of overage students per education sub-sector, 2016-2019**

Education Sector	2016			2017			2018			2019		
	Female	Male	Total									
ECCE	56.3%	56.9%	56.6%	57.2%	59.6%	58.4%	58.1%	59.5%	58.8%	34.9%	37.2%	36.1%
Primary	91.5%	92.2%	91.8%	89.1%	91.5%	90.3%	90.1%	90.8%	90.5%	74.8%	77.0%	75.9%
Junior Secondary	81.5%	91.4%	88.4%	92.4%	92.9%	92.7%	93.0%	93.6%	93.3%	79.1%	81.0%	80.0%
Senior Secondary	92.2%	93.6%	92.9%	91.9%	93.0%	92.5%	92.1%	92.5%	92.3%	76.3%	80.7%	78.6%
<b>Total</b>	<b>80.4%</b>	<b>83.5%</b>	<b>82.4%</b>	<b>82.7%</b>	<b>84.3%</b>	<b>83.5%</b>	<b>83.3%</b>	<b>84.1%</b>	<b>83.7%</b>	<b>70.5%</b>	<b>72.8%</b>	<b>71.7%</b>

Source: SIEMIS

**FIGURE 7.** Percentage of over age by sub-sector for 2016-2019



Source: SIEMIS

Although there is still high participation of over age children in the education system, there is a marginal decreasing trend in 2019 for all sub-sectors which suggests an improvement of reducing the late entrant to education and repetitions. Predominantly year levels 3, 4 and 5 shows a significant number of over age children for both gender (Figure 5 above).

ECE sub-sector has seen a significant improvement of 22.7% from 2018 to 2019, Primary 14.6%, JSS13.3% and SS 13.7% and overall, by 12%. Factors contributing towards decreasing trend are likely to be the PPY policy implementation and data quality with the system now capturing student’s date of birth. If the ECEs and PPY enroll children at their official age, then anticipating future trend will decrease and therefore will have a positive impact on the embedded of over-age problem in the education system and moving towards achieving basic education policy.

**EO Indicator 4.1.7. Enrolment in RTC/TVET**

This indicator informs SDG4.3.3: Participation in technical-vocational education programs (15-24-year olds). The indicator captures data on the number of young people aged 15-24 years participating in technical or vocational either formal, work-based or other settings, on a given date or during a specific period.

**TABLE 17.** Enrolment in RTC 2018 - 2019

Province	2018			2019		
	Female	Male	Total	Female	Male	Total
Malaita	266	1220	1486	233	848	1081
Western	234	541	775	280	608	888
Guadalcanal	241	546	787	302	676	978
Central	21	148	169	8	30	38
Honiara	115	297	412	157	249	406
Isabel	74	266	340	60	284	344
Choiseul	6	41	47	13	53	66
Temotu	5	10	15	13	68	81
Makira and Ulawa	55	237	292	58	275	333
Rennell and Bellona	11	25	36	3	11	14
<b>Total</b>	<b>1028</b>	<b>3331</b>	<b>4359</b>	<b>1127</b>	<b>3102</b>	<b>4229</b>

Source: SIEMIS

The total Regional Training Centre enrolments in 2019 slightly dropped from 2018, however female participation increased (99 females). Western, Guadalcanal, Choiseul, Temotu and Makira/Ulawa Province enrolment continues to increase. Malaita province, despite a decrease in enrolment, still maintains high participation - a result of more RTCs operating than other provinces.

#### ***EO Indicator 4.1.8. Gender parity index by level***

The Gender Parity Index (GPI) is a socio-economic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in each stage of education.

**TABLE 18.** Gender Parity Index by year level in 2016 - 2019

Year	Gender	ECCE	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2016	Female	13682	11868	10163	9462	8981	8584	7629	6533	6134	5333	4866	3619	3060	1653
	Male	14333	12686	11092	10364	9911	9006	8263	6830	6360	5541	5149	3870	3521	1991
<b>Total</b>		<b>28015</b>	<b>24554</b>	<b>21255</b>	<b>19826</b>	<b>18892</b>	<b>17590</b>	<b>15892</b>	<b>13363</b>	<b>12494</b>	<b>10874</b>	<b>10015</b>	<b>7489</b>	<b>6581</b>	<b>3644</b>
<b>GPI 2016</b>		<b>0.95</b>	<b>0.94</b>	<b>0.92</b>	<b>0.91</b>	<b>0.91</b>	<b>0.95</b>	<b>0.92</b>	<b>0.96</b>	<b>0.96</b>	<b>0.96</b>	<b>0.95</b>	<b>0.94</b>	<b>0.87</b>	<b>0.83</b>
2017	Female	14878	12589	10647	9443	9266	8610	8075	6787	5954	5837	4978	3768	3261	1843
	Male	15407	13340	11457	10586	10175	9191	8438	6950	5910	5701	5121	3966	3492	2075
<b>Total</b>		<b>30285</b>	<b>25929</b>	<b>22104</b>	<b>20029</b>	<b>19441</b>	<b>17801</b>	<b>16513</b>	<b>13737</b>	<b>11864</b>	<b>11538</b>	<b>10099</b>	<b>7734</b>	<b>6753</b>	<b>3918</b>
<b>GPI 2017</b>		<b>0.97</b>	<b>0.94</b>	<b>0.93</b>	<b>0.89</b>	<b>0.91</b>	<b>0.94</b>	<b>0.96</b>	<b>0.98</b>	<b>1.01</b>	<b>1.02</b>	<b>0.97</b>	<b>0.95</b>	<b>0.93</b>	<b>0.89</b>
2018	Female	15067	12460	10399	9558	8899	8616	7883	6813	5947	5505	5194	3940	3232	1915
	Male	15383	13274	11298	10271	9964	9297	8277	6902	6138	5490	5322	4056	3454	2133
<b>Total</b>		<b>30450</b>	<b>25734</b>	<b>21697</b>	<b>19829</b>	<b>18863</b>	<b>17913</b>	<b>16160</b>	<b>13715</b>	<b>12085</b>	<b>10995</b>	<b>10516</b>	<b>7996</b>	<b>6686</b>	<b>4048</b>
<b>GPI 2018</b>		<b>0.98</b>	<b>0.94</b>	<b>0.92</b>	<b>0.93</b>	<b>0.89</b>	<b>0.93</b>	<b>0.95</b>	<b>0.99</b>	<b>0.97</b>	<b>1.00</b>	<b>0.98</b>	<b>0.97</b>	<b>0.94</b>	<b>0.90</b>
2019	Female	13014	12369	9978	8761	8658	8015	7681	6600	6143	5258	4671	3897	3162	1837
	Male	13818	13361	10909	9818	9522	9174	8165	7073	6075	5362	4663	3928	3409	2061
<b>Total</b>		<b>26832</b>	<b>25730</b>	<b>20887</b>	<b>18579</b>	<b>18180</b>	<b>17189</b>	<b>15846</b>	<b>13673</b>	<b>12218</b>	<b>10620</b>	<b>9334</b>	<b>7825</b>	<b>6571</b>	<b>3898</b>
<b>GPI 2019</b>		<b>0.94</b>	<b>0.93</b>	<b>0.91</b>	<b>0.89</b>	<b>0.91</b>	<b>0.87</b>	<b>0.94</b>	<b>0.93</b>	<b>1.01</b>	<b>0.98</b>	<b>1.00</b>	<b>0.99</b>	<b>0.93</b>	<b>0.89</b>

Source: SIEMIS

The above table for Years 7 and 9 indicates that there is parity between females and males. There is a disparity favoring boys/males at all other year levels.

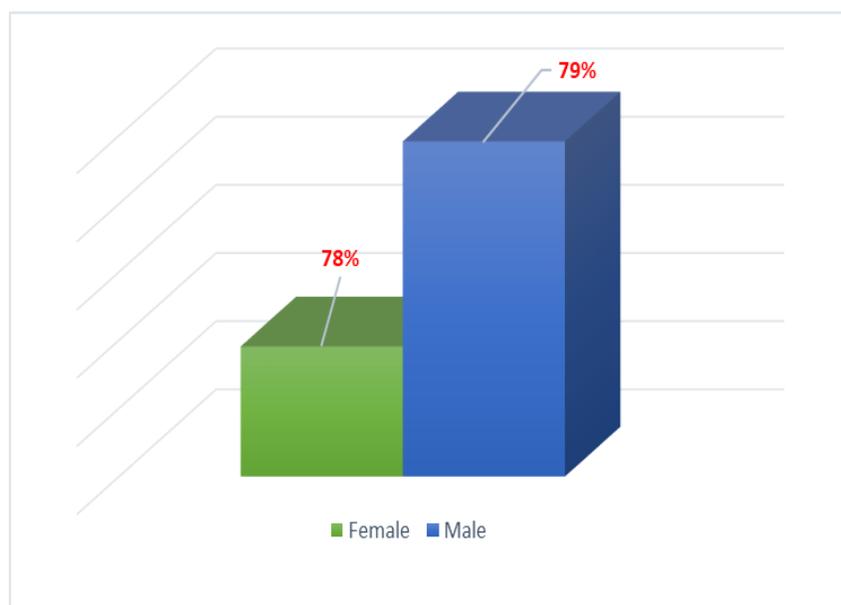
**TABLE 19.** Gender Parity Index by education level in 2016 - 2019

Sector	2016	2017	2018	2019
ECE	0.96	0.97	0.98	0.94
Primary	0.93	0.93	0.93	0.91
Junior Secondary	0.96	1.00	0.98	1.00
Senior Secondary	0.88	0.92	0.93	0.94

The GPI denotes that males still have dominance in the education system for all ECE, Primary and Senior Secondary. Except Junior Secondary indicate a parity between females and males which also shown in table 18 for year 7&9.

Source: SIEMIS

**FIGURE 8.** Percentage of Official age school enrolment vs school population by gender 2019



79% of males’ official school age were enrolled out of the total males’ school age population. Whereas females 78% of official school age enrolment out of total females official age population. The school official age from 3 years old in ECE to 18 years old in Senior Secondary.

***EO Indicator 4.1.9. Gross intake ratio (GIR) in primary by level and gender***

Total number of new entrants to the first grade of primary school in a given year, regardless of age, who are expected to reach the last grade of primary education and lower secondary regardless of repetition, expressed as a percentage of the population at the official entrance age to primary education in the same year by level and gender. This indicates the general level of access to Year 1 for the official school entrance age population. A high GIR indicates a high degree of access to primary education. As this calculation includes all entrants to first year (regardless of age). The ratio can exceed 100%, due to over-age and under-age children entering school for the first time.

**TABLE 20.** Gross intake ratio (GIR) in primary for 2016-2019

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	148.3%	163.7%	<b>156.3%</b>	179.6%	182.1%	<b>180.9%</b>	230.0%	216.2%	<b>222.9%</b>	181.0%	175.6%	<b>178.2%</b>
Choisuel	100.0%	96.0%	<b>98.0%</b>	108.9%	106.6%	<b>107.7%</b>	91.6%	96.7%	<b>94.2%</b>	111.8%	118.1%	<b>115.1%</b>
Guadalcanal	119.9%	127.1%	<b>123.6%</b>	127.1%	122.2%	<b>124.6%</b>	117.6%	112.7%	<b>115.1%</b>	105.3%	102.6%	<b>103.9%</b>
Honiara	113.0%	106.7%	<b>109.7%</b>	94.6%	84.4%	<b>89.4%</b>	107.3%	107.7%	<b>107.5%</b>	118.2%	119.9%	<b>119.1%</b>
Isabel	121.6%	122.4%	<b>122.0%</b>	134.6%	135.4%	<b>135.0%</b>	123.3%	137.9%	<b>130.8%</b>	146.5%	150.6%	<b>148.6%</b>
Markira/Ulawa	131.1%	137.4%	<b>135.3%</b>	147.6%	152.0%	<b>149.9%</b>	159.8%	166.4%	<b>163.2%</b>	131.1%	139.9%	<b>135.6%</b>
Malaita	224.4%	223.0%	<b>223.7%</b>	238.0%	246.8%	<b>242.5%</b>	228.5%	234.9%	<b>231.8%</b>	194.1%	203.8%	<b>199.0%</b>
Renbel	107.3%	84.1%	<b>95.3%</b>	107.1%	106.7%	<b>106.9%</b>	120.9%	102.1%	<b>111.1%</b>	134.9%	117.0%	<b>125.6%</b>
Temotu	181.8%	189.4%	<b>185.7%</b>	211.3%	186.1%	<b>198.2%</b>	200.7%	189.3%	<b>194.8%</b>	147.0%	143.6%	<b>145.2%</b>
Western	112.4%	110.5%	<b>111.4%</b>	112.3%	118.2%	<b>115.4%</b>	128.6%	127.1%	<b>127.8%</b>	138.6%	137.5%	<b>138.0%</b>
<b>Total SI</b>	<b>136.2%</b>	<b>136.0%</b>	<b>136.1%</b>	<b>146.1%</b>	<b>144.0%</b>	<b>145.1%</b>	<b>150.8%</b>	<b>149.1%</b>	<b>149.9%</b>	<b>142.6%</b>	<b>145.2%</b>	<b>143.9%</b>

Source: SIEMIS

The Gross Intake Rate exceeds 100% for all provinces which reflects a high degree of access to first year of primary education regardless of age. There were mixed results in 2019 but however Central, Guadalcanal, Makira/Ulawa, Malaita and Temotu province show a declining trend of over-age entrant in primary education. Temotu is significantly reducing the gap of over-age entrants in the primary sector by 49.6%.

	2018	2019	Trend
Male	149.1%	145.2%	↘
Female	150.8%	142.6%	↘
Total	149.9%	143.9%	↘
GPI	1.01	0.98	↘

The 2019 overall trend has declined by 6% (females by 8.2% and males by 3.9%). It denotes that there is adequate space to absorb all official entrance age 6 population in year 1. It also suggests there was a significant number of children who did not enter primary education at the official age.

#### ***EO Indicator 4.1.10. Net intake rate (NIR) in primary and lower secondary by level and gender***

New entrants in the first year of primary education and lower secondary by level and gender who are of the official primary school-entrance age, expressed as a percentage of the population of the same age. A high NIR indicates a high degree of access to primary education for the official primary school entrance age children.

**TABLE 21. NET INTAKE RATIO (NIR) IN PRIMARY FOR 2016-2019**

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	22.1%	27.7%	<b>25.0%</b>	29.4%	30.0%	<b>29.7%</b>	46.5%	50.1%	<b>48.4%</b>	44.2%	46.7%	<b>45.5%</b>
Choiseul	12.4%	9.9%	<b>11.1%</b>	22.1%	25.0%	<b>23.6%</b>	24.4%	23.8%	<b>24.1%</b>	35.8%	39.1%	<b>37.5%</b>
Guadalcanal	23.7%	22.7%	<b>23.2%</b>	26.6%	25.8%	<b>26.2%</b>	28.6%	27.6%	<b>28.1%</b>	30.7%	27.7%	<b>29.1%</b>
Honiara	30.8%	24.9%	<b>27.8%</b>	26.3%	20.1%	<b>23.1%</b>	22.4%	21.4%	<b>21.9%</b>	37.3%	38.1%	<b>37.7%</b>
Isabel	12.9%	9.5%	<b>11.2%</b>	5.9%	6.7%	<b>6.3%</b>	3.1%	6.0%	<b>4.6%</b>	47.1%	48.0%	<b>47.5%</b>
Makira/Ulawa	8.6%	8.4%	<b>8.5%</b>	17.7%	16.0%	<b>16.8%</b>	20.6%	18.0%	<b>19.3%</b>	28.5%	24.4%	<b>26.4%</b>
Malaita	39.6%	39.5%	<b>39.5%</b>	47.5%	50.1%	<b>48.8%</b>	50.7%	52.6%	<b>51.7%</b>	48.3%	43.0%	<b>45.6%</b>
Renbel	19.5%	18.2%	<b>18.8%</b>	54.8%	35.6%	<b>44.8%</b>	34.9%	17.0%	<b>25.6%</b>	30.2%	48.9%	<b>40.0%</b>
Temotu	28.9%	36.2%	<b>32.7%</b>	51.1%	36.6%	<b>43.6%</b>	47.6%	46.7%	<b>47.1%</b>	47.0%	38.8%	<b>42.7%</b>
Western Province	19.6%	19.5%	<b>19.6%</b>	17.0%	17.4%	<b>17.2%</b>	23.6%	22.4%	<b>23.0%</b>	42.6%	40.9%	<b>41.7%</b>
<b>Total SI</b>	<b>21.8%</b>	<b>21.6%</b>	<b>21.7%</b>	<b>29.8%</b>	<b>26.3%</b>	<b>28.0%</b>	<b>30.2%</b>	<b>28.6%</b>	<b>29.4%</b>	<b>39.4%</b>	<b>37.1%</b>	<b>38.2%</b>

Source: SIEMIS

The low NIR indicates a low degree of access to primary education of the official primary school entrance age children. This indicates that there is a backlog of over-age entrance in the primary education. However, Isabel province has a significant improvement of 42.9% which reflect the impact of PPY policy implementation and universal primary education in the province.

	2018	2019	Trend
<b>Male</b>	28.6%	37.1%	↗
<b>Female</b>	30.2%	39.4%	↗
<b>Total</b>	29.4%	38.2%	↗
<b>GPI</b>	1.06	1.06	

Overall trend has significant increased by 8.8% whereas females increased by 9.2% and males 8.5%. The increasing trend of NIR it complements the decreasing trend of GIR even though there still backlog of late enrolment exist.

#### ***EO Indicator 4.1.11. Adjusted net intake rate (ANIR)***

The total enrolment of primary age children in primary level (regardless of year level) as a percentage of the official primary school entrance age population. Data required to calculate this indicator includes the enrolment in primary education by single years of age and the population of the official school- entrance age. This is used to measure the actual level of access to primary education of the population of the official primary school entrance age.

While the Net Intake Rate (NIR) measures timely access to primary school for the official entrance age, the ANIR captures actual access to primary school for the total population of the official entrance age. A value of 100% indicates theoretically that the system has reached all children of the official primary school entrance age. ANIR gives the proportion of children of the official primary school entrance age that are enrolled in primary education level but not necessary for the first time or in the first grade. The difference between 100% and the ANIR value provides a measure of the proportion of this population who are left out of timely access to primary education. They either never enter school or enter as overage pupils.

**TABLE 22. ADJUSTED NET INTAKE RATE BY PROVINCE, 2016 – 2019**

Province	2016			2017			2018			2019		
	Female	Male	Total									
Central	56.0%	46.1%	<b>50.9%</b>	53.0%	50.2%	<b>51.6%</b>	62.3%	58.5%	<b>60.3%</b>	49.1%	51.0%	<b>50.1%</b>
Choiseul	43.3%	37.6%	<b>40.4%</b>	52.9%	44.1%	<b>48.4%</b>	36.8%	36.2%	<b>36.5%</b>	48.7%	52.6%	<b>50.7%</b>
Guadalcanal	46.8%	49.9%	<b>48.4%</b>	44.7%	46.8%	<b>45.8%</b>	46.7%	43.1%	<b>44.8%</b>	44.4%	39.4%	<b>41.8%</b>
Honiara	74.0%	66.3%	<b>70.0%</b>	64.8%	56.8%	<b>60.7%</b>	58.8%	57.2%	<b>58.0%</b>	49.1%	50.8%	<b>50.0%</b>
Isabel	34.1%	34.5%	<b>34.3%</b>	34.0%	30.5%	<b>32.2%</b>	34.9%	37.3%	<b>36.1%</b>	50.1%	51.6%	<b>50.9%</b>
Makira/Ulawa	33.1%	34.6%	<b>33.9%</b>	45.3%	40.6%	<b>42.9%</b>	41.3%	40.9%	<b>41.1%</b>	34.6%	29.7%	<b>32.1%</b>
Malaita	66.8%	66.0%	<b>66.4%</b>	75.0%	73.6%	<b>74.3%</b>	76.5%	78.7%	<b>77.6%</b>	71.5%	65.3%	<b>68.3%</b>
Renbel	115.0%	45.5%	<b>78.6%</b>	68.3%	65.9%	<b>67.1%</b>	42.9%	53.3%	<b>48.3%</b>	46.5%	59.6%	<b>53.3%</b>
Temotu	67.0%	64.7%	<b>65.8%</b>	71.0%	66.7%	<b>68.7%</b>	67.4%	60.2%	<b>63.7%</b>	59.7%	51.2%	<b>55.3%</b>
Western Province	40.5%	38.1%	<b>39.2%</b>	48.2%	45.0%	<b>46.5%</b>	54.0%	49.0%	<b>51.4%</b>	53.4%	50.6%	<b>51.9%</b>
Total SI	<b>57.7%</b>	<b>48.3%</b>	<b>52.8%</b>	<b>55.7%</b>	<b>52.0%</b>	<b>53.8%</b>	<b>52.2%</b>	<b>51.4%</b>	<b>51.8%</b>	<b>53.2%</b>	<b>50.0%</b>	<b>51.5%</b>

Source: SIEMIS

***EO Indicator 4.1.12. New entrants with ECCE experience***

The percentage of new entrants to primary grade 1 who have attended some form of organised early childhood care and education program. A high percentage indicates that a large proportion of these children have participated in organised learning activities prior to entering primary school.

Note: No data collected. Obtaining accurate and complete data is still difficult as data on early childhood centres is limited and incomplete.

***EO Indicator 4.1.13. Transition rates by level and gender***

This indicator is calculated by the number of students admitted to the next year of education in a given year less the number of students repeating that year and is expressed as a percentage of the number of students enrolled in the final grade year of the lower level of education in the previous year.

In this report the transition rate is calculated for prep, year 6, year 9, year 11 and year 12. These years are the key transition points in the education sector in the Solomon Islands. High transition rates indicate a high percentage of students moving into the next stage of education. Inversely, low transition rates signal problems in bridging between two sectors or levels of education. Reasons for low rates may include the examination system, inadequate places, and the higher level of education but may also include many other factors.

**TABLE 23.** TRANSITION RATE FOR PREP, YEAR 6, 9, 11 AND 12, 2016-2019

Year	Gender	Prep	Year 6	Year 9	Year 11	Year 12
2019	M	79.9%	88.6%	74.9%	61.0%	13.4%
	F	75.5%	90.3%	96.2%	58.0%	11.2%
	Tot	77.8%	89.4%	75.6%	59.5%	12.4%
2018	M	83.9	89.5%	76.3%	61.8%	20.8%
	F	83.1	87.5%	76.1%	59.4%	17.0%
	Tot	83.5%	88.5%	76.2%	60.7%	19.0%
2017	M	86.4%	88.1%	78.1%	59.4%	21.8%
	F	86.1%	90.2%	76.5%	57.0%	15.5%
	Tot	86.2%	89.1%	77.3%	58.3%	18.0%
2016	M	90.0%	88.9%	77.9%	59.1%	22.7%
	F	90.1%	93.2%	78.4%	61.0%	17.3%
	Tot	90.1%	91.1%	78.2%	60.0%	20.2%

Source: SIEMIS

The above table shows percentage of students moving from key school years to the next. It indicates that the percentage of students transitioning from prep to Year 1 has decreased by 5.7%, primary Year 6 to year 7 slight increased by 0.9%, junior secondary from year 9 to year 10 decreased by 0.6% and senior secondary from year 11 to 12 decreased by 1.2% and year 12 to 13 marginally decrease by 6.6%. Of significant note, 9% more girls transitioned at Year 9 level in 2019.

#### ***EO Indicator 4.1.14 Effective transition rate (ETransR)***

The effective transition rate measures the likelihood of a student moving to a higher level of education. It reflects the transition of students regardless of repetition. It is defined for a given year as the number of the new entrants to the first grade of the higher level of education in the following year as expressed as a percentage of the students enrolled in the last grade of the given level of education who do not repeat that grade the following year.

It shows the real transition from one cycle or level of education to a higher one regardless of repetition. This indicator better reflects situations in which pupils repeat the last grade of the given education level but eventually make the transition to the higher level. Low values of the effective transition rate indicate a low share of students continuing their education at the next level of education, for example due to a high drop-out rate from the last grade of a given level of education or due to limited intake capacity of the next level of education.

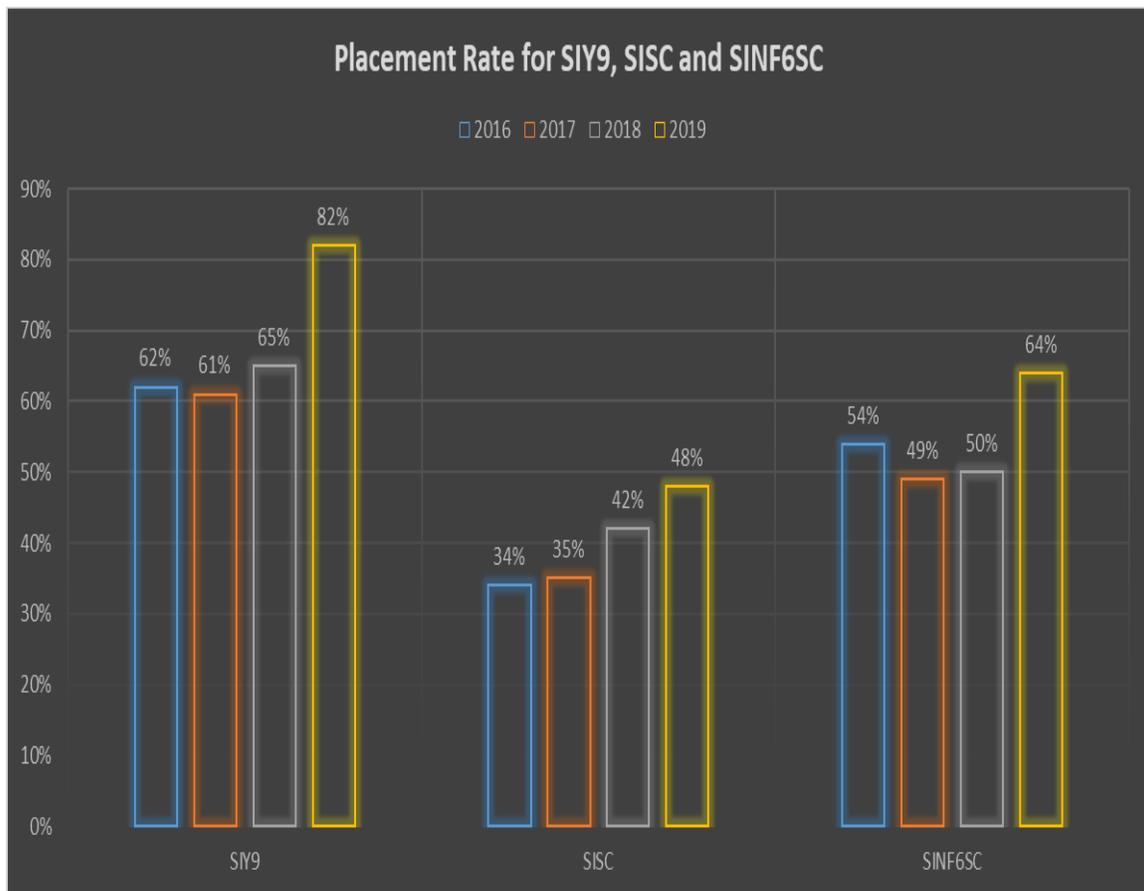
The effective transition rate can highlight the existence of potential barriers in an education system (i.e. relative selectivity). These barriers can be based on a combination of many factors including financial requirements (such as enrolment fees, the obligation to purchase textbooks or school uniforms, etc.) or supply issues (such as limited numbers of teachers or classrooms). This indicator does not consider migration flows. It can also be distorted by incorrect distinction between new entrants and repeaters.

Table: Effective Transition Rate from Year 6 2018 to year 7, 2019

Province	Female	Male	Total
Central	77.4%	74.5%	75.9%
Choiseul	78.0%	75.1%	76.5%
Guadalcanal	93.9%	93.2%	93.6%
Honiara	111.2%	110.4%	110.8%
Isabel	103.0%	102.7%	102.9%
Makira and Ulawa	97.9%	90.7%	94.1%
Malaita	79.3%	82.3%	80.8%
Rennell and Bellona	95.7%	94.6%	95.2%
Temotu	75.1%	79.9%	77.6%
Western	98.6%	93.2%	95.9%
<b>Total</b>	<b>91.3%</b>	<b>90.4%</b>	<b>90.8%</b>

Source: SIEMIS

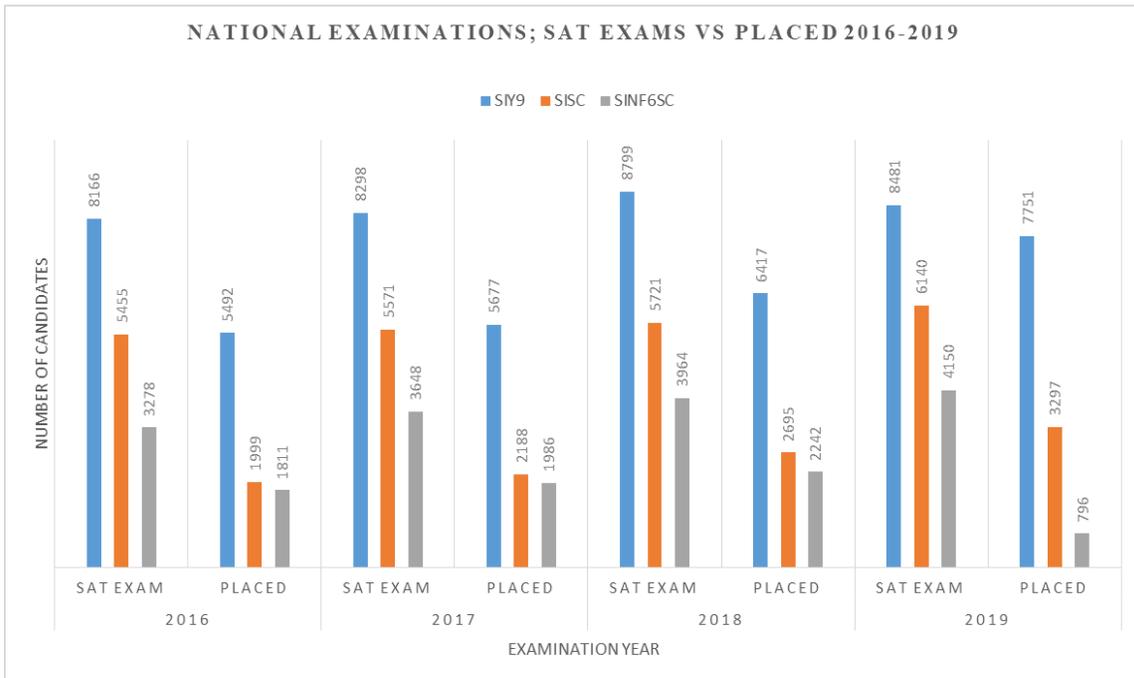
FIGURE 9. PLACEMENT RATE FOR SIY9, SISC AND SIN6SC, 2016-2020



Source: NEAD

Placement rate to Form 4, 6 and 7 continues to increase in 2019. SISEE has now phased out which means all year 6 in 2019 were 100% transitioned to year 7 in 2020. It is predicted that the placement rate will be close to 90% for SIY9 in 2020 as an increasing number of schools continue to expand their capacity to accommodate increasing number of students.

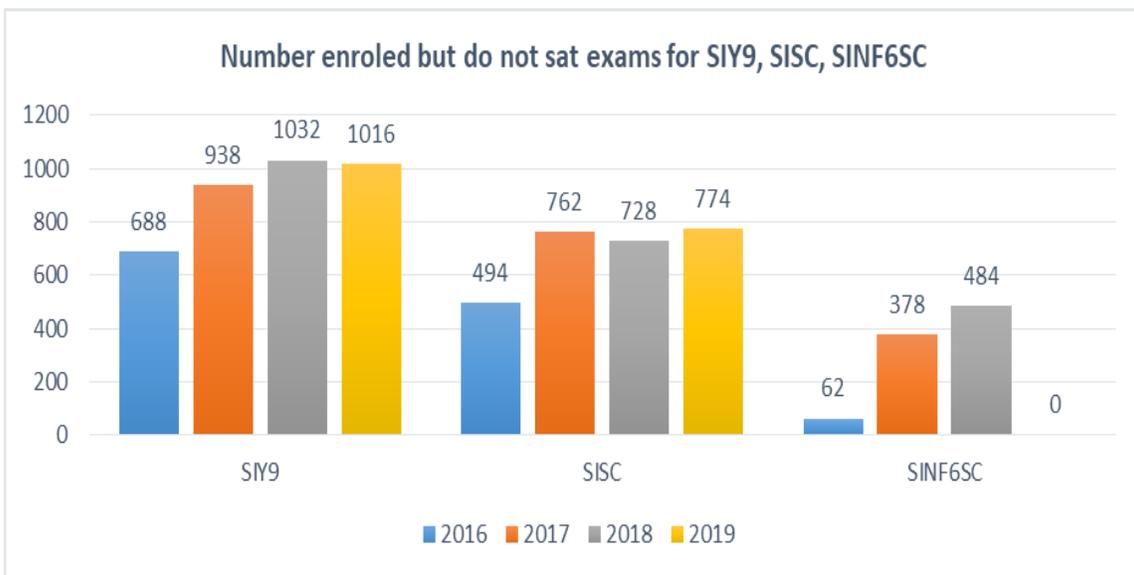
**FIGURE 10.** STUDENTS SAT AND PLACED FOR SIY9, SISC, SINF6SC, 2016-2019



Source: NEAD

A total of 54% has been placed to year 10 and 19% has been placed to year 13 in 2019 respectively. The number of students placed for each of the exams increases for these reported years except for year 13 which has a significant drop in 2019. This shows some improvement in the efficiency of the education system to absorb more students in Yea 10 to year 12.

**FIGURE 11.** STUDENT ENROLLED BUT DO NOT SAT EXAMS FOR SIY9, SISC, SINF6SC, 2016-2019



Source: NEAD

In figure 10 above shows some significant trend on the number of students who were enrolled to sit each of the exams but were not able to sit for the exams. But for SINF6SC 2019 significantly

drop to 0 which means that 100% of students enrol in year 12 manage to sat the exams. The trend increases overtime and needs policy direction to address it. There is no information provided on these most at risk students to ascertain whether they are still in the education system or dropped out of the education system.

***EO Indicator 4.1.15. Repetition rate by level, gender and province***

Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. This indicator helps to measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. Repetition Rate ideally should be around zero percent. High repetition rate reveals problems in the internal efficiency of the educational system. This data relates to the previous data on overage students.

**TABLE 24. REPETITION RATE BY LEVEL AND GENDER, 2016-2019**

Year	Gender	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2019	M	7.7%	7.0%	6.0%	6.6%	6.2%	5.4%	2.1%	0.8%	1.1%	1.5%	0.9%	1.3%	0.4%
	F	6.8%	5.2%	4.8%	4.9%	4.4%	4.1%	1.5%	0.7%	0.9%	0.9%	0.7%	1.0%	0.3%
	Tot	7.2%	6.1%	5.4%	5.7%	5.3%	4.7%	1.8%	0.7%	1.0%	1.2%	0.8%	1.1%	0.4%
2018	M	8.9%	9.6%	7.6%	7.5%	6.9%	6.7%	1.9%	1.0%	1.2%	1.4%	0.8%	1.0%	0.9%
	F	8.3%	7.9%	6.7%	6.6%	5.8%	5.8%	1.1%	0.6%	1.0%	1.4%	0.8%	1.0%	0.9%
	Tot	8.7%	8.8%	7.2%	7.1%	6.3%	6.3%	1.5%	0.8%	1.1%	1.4%	1.1%	1.2%	1.2%
2017	M	8.9%	7.5%	7.7%	6.0%	6.4%	6.1%	2.5%	0.5%	0.9%	1.7%	0.7%	1.3%	0.3%
	F	9.4%	8.7%	8.2%	7.8%	6.8%	7.0%	3.5%	0.7%	1.3%	1.7%	0.8%	1.5%	1.3%
	Tot	9.2%	8.1%	7.9%	7.0%	6.6%	6.5%	3.0%	0.6%	1.1%	1.7%	0.7%	1.4%	0.8%
2016	M	9.5%	7.8%	7.6%	6.1%	6.4%	6.5%	2.6%	0.6%	1.0%	1.8%	0.7%	1.5%	0.3%
	F	10.0%	8.9%	8.4%	8.0%	6.9%	7.3%	3.6%	0.7%	1.4%	1.6%	0.7%	1.5%	1.3%
	Tot	9.7%	8.4%	8.0%	7.1%	6.7%	6.9%	3.1%	0.6%	1.2%	1.7%	0.7%	1.5%	0.9%

Source: SIEMIS

The repetition rates from Prep through to year 13 is declining in which prep has 7.2% and Year 12, 0.4%. It also shows that the repetition rate for males is higher than females, reflecting more males’ repeaters than females.

There appears to be a trend that once students reach Year 6, they tend to continue and not repeat school years. Positively in 2019 for all year levels has decreased from previous years (2016-2018) except only for year 6 and 12 with slight increases. There is no policy guiding decisions surrounding students repeating a school year. The removal of the SISE examination in 2019 should show a decrease in future repetition rates at Year 6 level. The impact on resourcing can be significant. International evidence shows limited if any benefits to student learning from repeating a school year, unless for a specific reason e.g. missing the school year. The decreasing trend can also reveal positive performances in the level of instruction and internal efficiency in the education system.

### EO Indicator 4.1.16. Dropout rate by level, gender and province

Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year by level, gender and province. This indicator measures the number of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of the education system. It is also a key indicator for analysing and projecting pupil flows from year to year within the educational cycle.

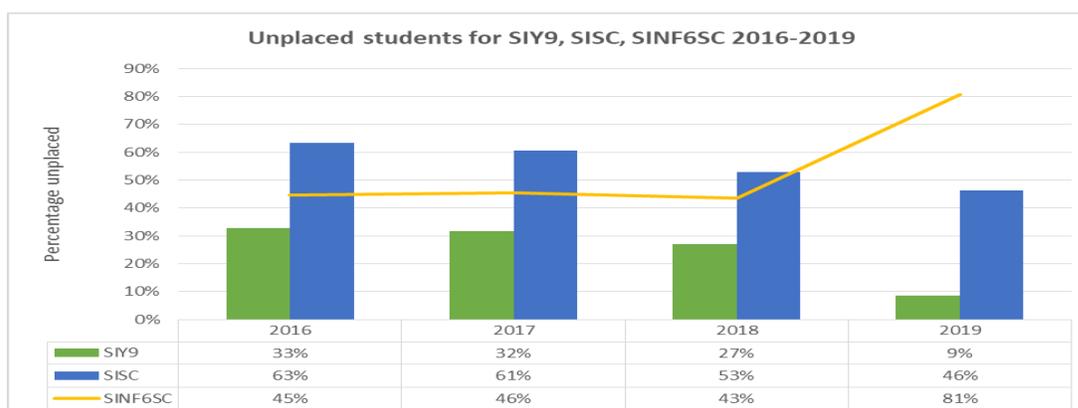
TABLE 25. DROPOUT RATE BY YEAR LEVEL, 2016-2019

Year	Gender	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2019	M	15.2%	10.6%	6.6%	7.1%	10.7%	11.0%	8.9%	11.5%	13.1%	23.5%	13.1%	37.6%	86.0%
	F	16.9%	13.6%	8.6%	9.1%	9.4%	12.7%	8.2%	10.0%	12.4%	22.8%	17.2%	40.6%	88.2%
	Tot	16.0%	12.0%	7.6%	8.1%	10.1%	11.8%	8.6%	10.7%	12.8%	23.2%	15.1%	39.0%	87.0%
2018	M	14.7%	7.0%	3.3%	6.2%	10.7%	11.8%	10.3%	10.5%	3.3%	23.4%	14.7%	37.6%	78.1%
	F	15.5%	6.9%	6.9%	2.8%	8.7%	9.1%	12.3%	7.7%	5.9%	23.6%	14.7%	37.6%	78.1%
	Tot	15.1%	6.9%	5.0%	4.6%	9.7%	10.5%	11.3%	9.2%	4.6%	23.5%	16.1%	38.9%	80.1%
2017	M	13.1%	10.4%	0.3%	7.1%	6.4%	11.3%	10.8%	5.0%	17.5%	24.5%	15.7%	42.0%	84.3%
	F	13.0%	5.8%	3.6%	8.2%	8.0%	13.4%	13.3%	5.6%	12.2%	22.8%	13.4%	39.3%	77.3%
	Tot	13.0%	8.0%	2.1%	7.7%	7.2%	12.4%	12.1%	5.3%	14.9%	23.7%	14.6%	40.6%	80.6%
2016	M	8.9%	7.3%	1.3%	4.8%	6.2%	7.5%	6.4%	4.9%	7.1%	21.2%	10.2%	38.4%	82.5%
	F	9.1%	4.4%	2.1%	6.2%	6.8%	12.0%	10.5%	10.7%	7.3%	21.7%	10.2%	40.3%	76.3%
	Tot	9.0%	5.8%	1.7%	5.6%	6.5%	9.8%	8.5%	7.9%	7.2%	21.4%	10.2%	39.4%	79.1%

Source: SIEMIS

There seems to be a high dropout rate in senior secondary than junior secondary and primary education. 2019 has a remarkably high dropout rate with 87% than previous years which is more females (88.2%) dropouts than males (86.0%). Worryingly the higher dropout rate reveals problems in the internal efficiency of the education system .e.g. the bottleneck system in senior secondary.

Figure 12. Unplaced students by SIY9, SISC and PSSC, 2016-2019

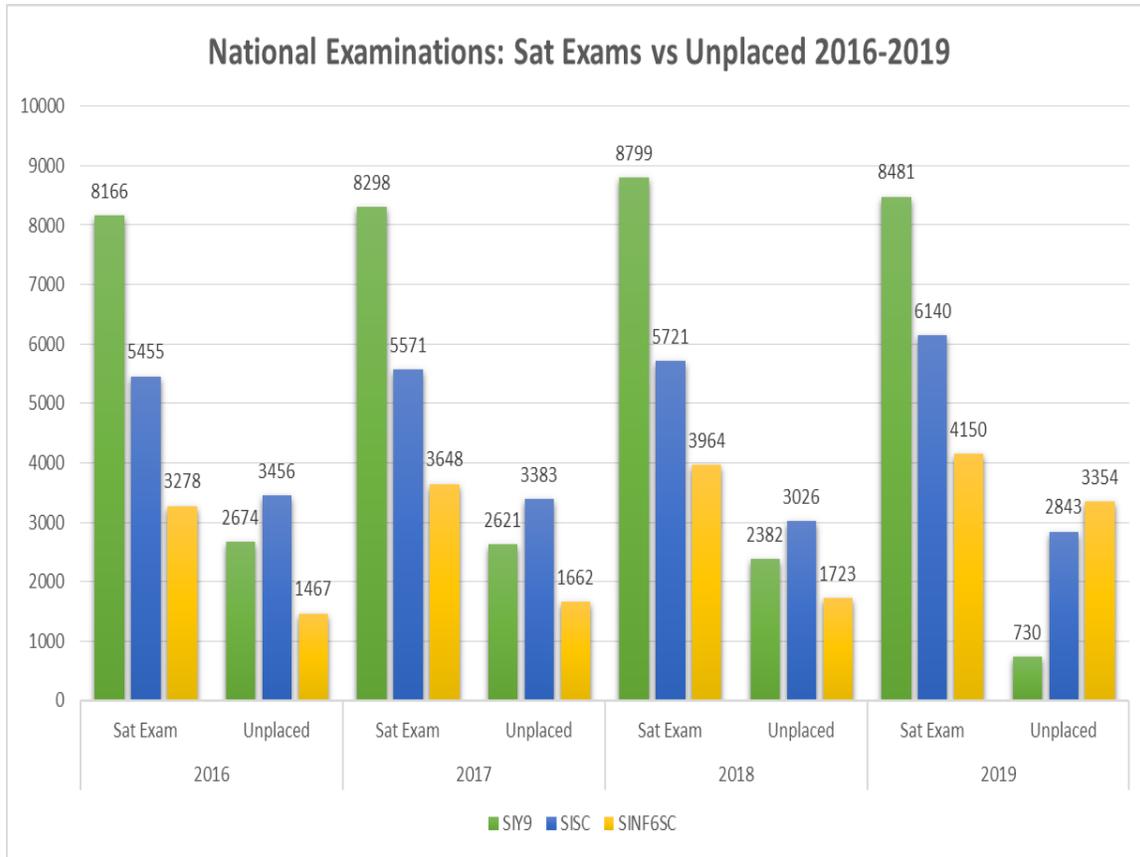


Source: NEAD

Unplaced students for years 9 and 11 reduces from 2016 to 2019 except for year 12 that fluctuates. In 2019 the unplaced students into year 10 was 9% which is a decrease of 18% from 2018 and unplaced students into year 12 was 46% which is a decrease of 7% from 2018. But for year 12 to

year 13 the unplaced students is 81% which is an increase of 37% from 2018. With this, there is an increase of places in years 10 and 12 but there is decrease of places in year 13. Hence, there needs to be an increase of places in year 13 to cater for the number of students in year 12.

**FIGURE 13.** TOTAL STUDENTS SAT EXAMS AND UNPLACED FOR 2016-2019



Source: NEAD

The highest dropout rate is in year 12 with 81% of total sat exams were unplaced. This indicates that there is a problem in the internal efficiency of retaining students in the senior secondary education level (year 13) which may require greater policy emphasis. Analysis of the data shows that many students are leaving the education system at the examination points. The unplaced decreasing trend for SIY9 and SISC has indicate a slight improvement from 2016 to 2019. But for the SIN6SC unplaced slightly drop in 2018 but marginally increased in 2019.

***EO Indicator 4.1.17. Survival rate by year level and gender***

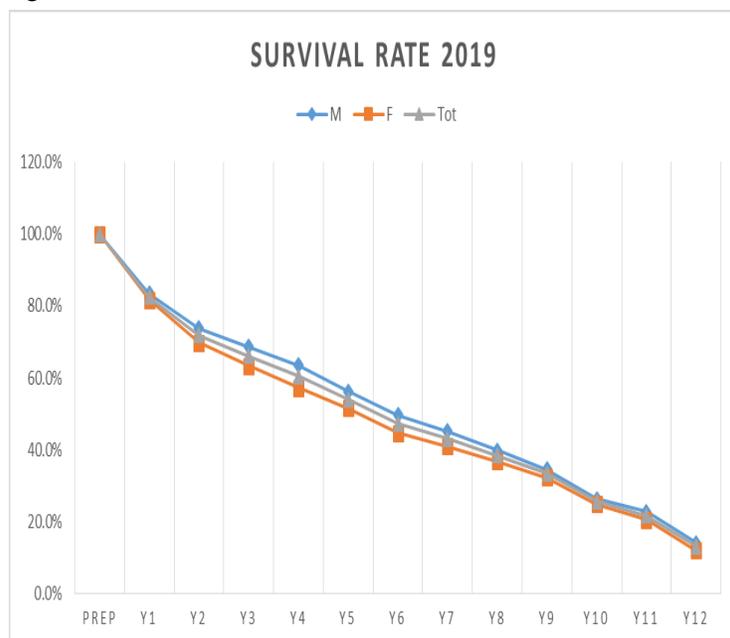
The percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition. This indicator illustrates the situation regarding retention of students from grade to grade in schools and conversely the magnitude of dropout by grade. Rates approaching 100% indicate a high level of retention and low evidence of dropout.

**TABLE 26. SURVIVAL BY YEAR LEVEL AND GENDER, 2016-2019**

Year		Prep	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12
2019	M	100.0%	83.3%	73.7%	68.6%	63.4%	56.1%	49.6%	45.0%	39.8%	34.5%	26.3%	22.8%	14.1%
	F	100.0%	81.5%	69.7%	63.3%	57.2%	51.5%	44.7%	40.9%	36.8%	32.2%	24.8%	20.5%	12.1%
	Tot	100.0%	82.5%	71.8%	66.0%	60.3%	53.9%	47.2%	43.0%	38.4%	33.4%	25.6%	21.7%	13.1%
2018	M	100.0%	83.9%	77.4%	74.7%	69.7%	61.7%	53.9%	48.3%	43.1%	41.7%	31.8%	27.1%	16.8%
	F	100.0%	83.1%	76.9%	71.2%	69.0%	62.6%	56.6%	49.6%	45.7%	43.0%	32.7%	26.9%	16.0%
	Tot	100.0%	83.5%	77.1%	73.0%	69.4%	62.2%	55.2%	48.9%	44.4%	42.3%	32.2%	27.0%	16.4%
2017	M	100.0%	85.7%	80.3%	77.1%	70.2%	64.2%	55.0%	47.4%	44.7%	39.2%	30.1%	26.0%	15.6%
	F	100.0%	85.7%	76.0%	75.8%	70.1%	65.3%	57.5%	51.1%	48.5%	39.9%	30.0%	25.2%	14.5%
	Tot	100.0%	85.7%	78.2%	76.5%	70.2%	64.8%	56.2%	49.2%	46.6%	39.6%	30.0%	25.6%	15.1%
2016	M	100.0%	89.9%	85.6%	83.6%	78.0%	72.3%	62.9%	56.1%	50.0%	46.3%	36.1%	32.4%	19.1%
	F	100.0%	90.2%	53.0%	81.9%	77.7%	72.5%	66.7%	62.4%	59.3%	55.0%	43.2%	38.7%	23.6%
	Tot	100.0%	90.1%	84.4%	82.8%	77.8%	72.4%	64.8%	59.1%	54.4%	50.4%	39.4%	35.4%	21.2%

Source: SIEMIS

Figure 14. Survival rate 2019



The survival rates declines as student progress up the education level. This trend has continued throughout the years represented in this data. This demonstrates weakness of the education system in retaining the students in education. The total survival rate also declines over time for all year levels for this reporting period. The above Table 26 indicates that more males survived than females which also corresponds to the dropout rate of more females than males. There is a significant drop in survival for the Year 12 female cohort for the 2016 (23.6%) to 2019 (12.1%).

#### 4.2 Intermediate Outcome: Children complete basic education, inclusive of PPY

Basic education is defined as the schooling years of Pre-Primary Year (PPY), year 1 to year 6 (Primary) and Year 7 to year 9 (Junior Secondary). This outcome is a high priority during this NEAP period. These indicators measure the number of children accessing and participating in the respective schooling level who complete the full cycle from PPY to Year 9.

**IO Indicator 4.2.1. Strategy developed and implemented for 3-4-year olds**

A strategic direction is developed and implemented for the Solomon Islands children age 3 to 4 to attend Early Childhood Care Education (ECCE).

An ECCE Road Map 2020 was developed and outlines the future direction for ECCE in the Solomon Islands. This direction is specifically for Pre-primary and community based ECCE for the period 2017-2020. The ECCE Road Map serves as the principal conceptual and planning document for the government in resource mobilization, implementation and government’s delivery of its pledges to support ECCE programs. The 3 pillars for the new 2020 proposed policy direction for ECCE include Institutional-Governance, Access-Coverage and Quality. ECCE Working Group, with support from an Advisor, developed a draft ECCE Policy in 2019.

**IO Indicator 4.2.2. Number of licensed and functioning ECCE Centres.**

The licensed and functioning ECCE Centres are the centres that are registered to operate the Early Childhood Education in the Solomon Islands and are receiving grants from MEHRD to support their operational costs. Grants data captured in Figure 52.

**TABLE 27. NUMBER OF REGISTERED ECCE BY EDUCATION AUTHORITY, 2016 - 2019**

Authority	2016	2017	2018	2019
Archdiocese of Honiara	1	1	1	1
Central Islands Province	14	14	14	14
Choiseul Province	16	16	18	18
Christian Outreach Centre	3	3	3	3
Church of Melanesia	5	5	5	5
Church of the Living Word	2	2	2	2
Diocese of Auki	3	3	3	3
Diocese of Gizo	3	3	3	3
Guadalcanal Province	28	28	29	29
Honiara Town Council	19	19	21	22
Isabel Province	21	21	21	21
Kelyn Education Authority	1	1	1	1
Makira & Ulawa Province	22	22	22	22
Malaita Province	60	60	63	64
Perch	1	1	1	1
Rennell & Bellona	2	2	2	2
Seventh Day Adventist Church	8	8	9	9
South Seas Evangelical Church	5	5	6	7
Tamalan	1	1	1	1
Temotu Province	15	15	15	15
United Church	13	13	12	12
Western Province	15	15	16	16
<b>Grand Total</b>	<b>258</b>	<b>258</b>	<b>268</b>	<b>271</b>

There were three new ECE Centers registered in 2019 which brings to a total of 271 registered ECEs across the country. Malaita Education Authority has the highest registered ECE centres with 64 and Guadalcanal with 29. Other smaller EAs such as Archdiocese of Honiara, Kelyn, Perch and Tamalan have only one registered ECE each.

Source: SIEMIS

**IO Indicator 4.2.3. Number of licensed community ECCE Centers applying national standards**

There are no national standards currently in place for ECCE centers. The new Education Bill (not yet enacted) details requirements for ECCE centers to comply with relevant policies and

regulations. Once the Bill is passed, a process of licensing will be developed, implemented and accountability measured through new standards. MEHRD is currently developing and proposes to implement National Standards as a performance accountability, monitoring and improvement mechanism. The Standards relating to ECCE centers will be developed and aligned to the proposed new ECCE policy.

***IO Indicator 4.2.4. Number of primary schools offering the new pre-primary year for 5-year olds***

The total number of primary schools that offer pre-primary level of education in the Solomon Islands. The current Prep year will be integrated into the formal education system and transformed into pre-primary year as the second cycle of early childhood education for 5 years old in the basic education level. The transition planning commenced in 2017 and is still a work in progress.

**TABLE 28. NUMBER OF PRIMARY SCHOOLS OFFERING NEW PRE-PRIMARY YEAR FOR 5 YEARS OLD**

Province	2018			2019		
	Primary School	Community High School	Total	Primary School	Community High School	Total
Central	27	14	41	27	12	39
Choiseul	29	9	38	35	10	45
Guadalcanal	81	31	112	86	28	114
Honiara	13	13	26	12	18	30
Isabel	33	5	38	35	7	42
Makira and Ulawa	53	16	69	53	16	69
Malaita	109	76	185	106	77	183
Rennell and Bellona	8	1	9	8	1	9
Temotu	23	11	34	27	9	36
Western	83	24	107	87	23	110
<b>Grand Total</b>	<b>459</b>	<b>200</b>	<b>659</b>	<b>476</b>	<b>201</b>	<b>677</b>

Source: SIEMIS

The number of primary and community high schools offering prep year increased by 18 in 2019. Malaita has the largest number of schools offering prep followed by Guadalcanal and Makira. SIEMIS records indicate 727 operational primary schools in the Solomon Islands. 510 are stand alone primary schools and 217 are part of Community High Schools. 677 (93%) of all primary schools (727) offer a prep year. Only 7% of primary schools are yet to establish Pre-primary classes in the Solomon Island.

**4.3 Intermediate Outcome: Increased number of children complete 13 years of education**

Children going to school and staying at school for the entire 13 years of schooling is a priority access outcome in the current NEAP. The 13 years of school are from pre-primary to Year 12. The number of children completing 13 years of education increased because of expanding infrastructure and the implementation of access strategies in the National Education Action Plan 2016-2030.

***IO Indicator 4.3.1. Number of schools operational by sector***

The number of schools operational in the reported year. The number of operational schools provided means schools recognised by MEHRD and associated EAs that implement teaching and learning programs disaggregated by school types.

**TABLE 29. NUMBER OF OPERATIONAL SCHOOLS BY GOVERNMENT AND NON-GOVERNMENT 2017-2019**

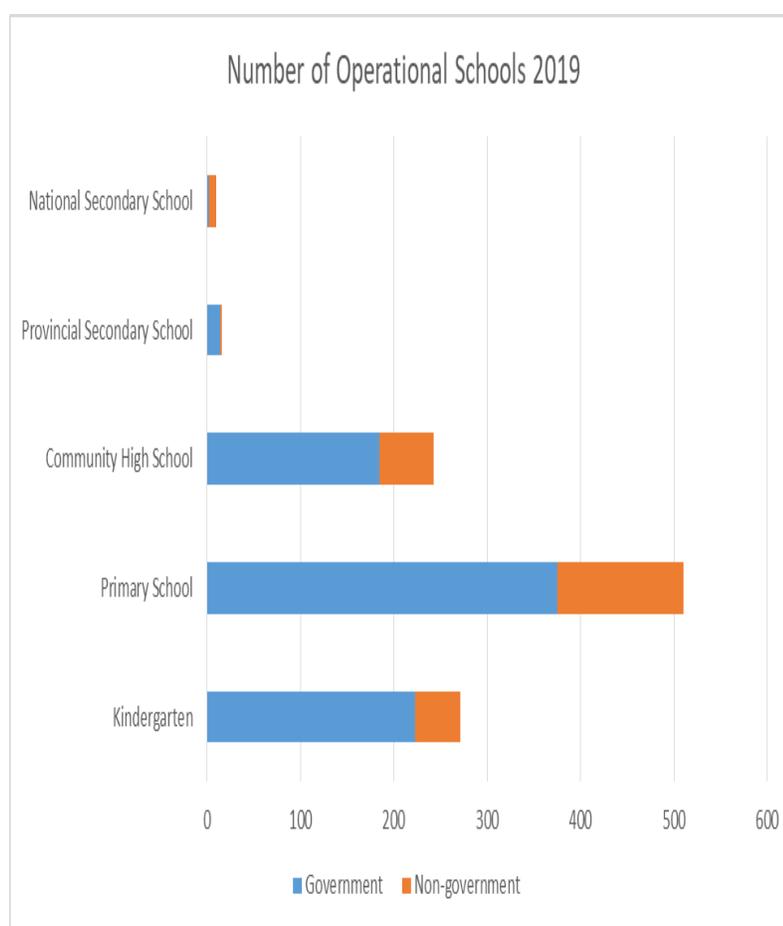
Authority Group	2017					2018					2019				
	ECCE	PS	CHS	PSS	NSS	ECCE	PS	CHS	PSS	NSS	ECCE	PS	CHS	PSS	NSS
<b>Government</b>	212	355	179	14	2	221	364	184	14	2	223	375	185	14	2
<b>Non-Government</b>	46	127	54	2	8	47	131	55	2	8	48	135	58	2	8
<b>Total</b>	<b>258</b>	<b>482</b>	<b>233</b>	<b>16</b>	<b>10</b>	<b>268</b>	<b>495</b>	<b>239</b>	<b>16</b>	<b>10</b>	<b>271</b>	<b>510</b>	<b>243</b>	<b>16</b>	<b>10</b>

Source: SIEMIS

**FIGURE 15. NUMBER OF OPERATIONAL SCHOOLS 2019**

The Government schools are schools operating under the supervision of provincial education authorities and MEHRD, whereas Non-Government schools are schools owned by Church and private education authorities.

Government schools total 799 schools, 76.1% of total schools and Non-Government with 251 (23.9%) schools out of total 1050 schools across the country.



**IO Indicator 4.3.2. Number of classrooms by sector and type**

The Policy Statement and Guidelines for School Infrastructure in the Solomon Islands was launched in 2011 with an emphasis on quality construction materials, construction quality and safety standards to be promoted. Classrooms are expected to be built according to the infrastructure standards with primary school classrooms accommodating 30 students and secondary classrooms accommodating 40 students.

TABLE 30. PUPIL CLASSROOM RATIO BY SCHOOL TYPE, 2016-2019

Province	School Type	2016			2017			2018			2019		
		Number of Classrooms	Enrolment	Pupil Classroom Ratio	Number of Classrooms	Enrolment	Pupil Classroom Ratio	Number of Classrooms	Enrolment	Pupil Classroom Ratio	Number of Classrooms	Enrolment	Pupil Classroom Ratio
Central	Primary	294	4004	13.6	251	4003	15.9	264	4175	15.8	280	3939	14.1
	Community High School	232	1090	17.6	253	4533	17.9	223	4877	21.9	300	4354	14.5
	Provincial Secondary School	10	219	21.9	10	221	22.1	10	285	28.5	10	287	28.7
<b>Central Total</b>		<b>536</b>	<b>5313</b>	<b>15.5</b>	<b>514</b>	<b>8757</b>	<b>17</b>	<b>497</b>	<b>9337</b>	<b>18.8</b>	<b>590</b>	<b>8580</b>	<b>14.5</b>
Choiseul	Primary	374	3832	10.2	345	4092	11.9	345	4214	12.2	410	4361	10.6
	Community High School	270	4164	15.4	264	4305	16.3	254	3922	15.4	300	3938	13.1
	Provincial Secondary School	10	388	38.8	10	338	33.8	10	423	42.3	10	387	38.7
<b>Choiseul Total</b>		<b>654</b>	<b>8384</b>	<b>12.8</b>	<b>619</b>	<b>8735</b>	<b>14.1</b>	<b>609</b>	<b>8559</b>	<b>14.1</b>	<b>720</b>	<b>8686</b>	<b>12.1</b>
Guadalcanal	Primary	793	14754	18.6	855	15392	18	847	15393	18.2	800	14865	18.6
	Community High School	580	14193	24.5	555	14377	25.9	585	14320	24.5	600	14313	23.9
	Provincial Secondary School	30	939	31.3	30	907	30.2	30	678	22.6	30	783	26.1
	National Secondary school	40	1742	43.6	30	1834	61.2	30	1810	60.3	10	1638	163.8
<b>Guadalcanal Total</b>		<b>1443</b>	<b>31628</b>	<b>21.9</b>	<b>1470</b>	<b>32510</b>	<b>22.1</b>	<b>1492</b>	<b>32201</b>	<b>21.6</b>	<b>1440</b>	<b>31599</b>	<b>21.9</b>
Honiara	Primary	133	5266	39.6	121	5336	44.1	110	5605	51	110	4399	40.0
	Community High School	413	20159	48.8	372	18657	50.2	322	18090	56.2	322	19962	62.0
	Provincial Secondary School	10	1384	138.4	10	1246	124.6	10	1193	119.3	10	1043	104.3
	National Secondary school	10	523	52.3	10	602	60.2	10	838	83.8	10	872	87.2
<b>Honiara Total</b>		<b>566</b>	<b>27332</b>	<b>48.3</b>	<b>513</b>	<b>25841</b>	<b>50.4</b>	<b>452</b>	<b>25726</b>	<b>56.9</b>	<b>452</b>	<b>26276</b>	<b>58.1</b>
Isabel	Primary	357	4481	12.6	349	4624	13.2	349	4677	13.4	300	4541	15.1
	Community High School	150	3566	23.8	110	3614	32.9	130	3683	28.3	150	4009	26.7
	Provincial Secondary School	15	879	58.6	20	803	40.2	20	917	45.9	20	992	49.6
<b>Isabel Total</b>		<b>522</b>	<b>8926</b>	<b>17.1</b>	<b>479</b>	<b>9041</b>	<b>18.9</b>	<b>499</b>	<b>9277</b>	<b>18.6</b>	<b>470</b>	<b>9542</b>	<b>20.3</b>
Makira and Ulawa	Primary	494	7664	15.5	468	8030	17.2	502	8388	16.7	520	7955	15.3
	Community High School	276	6419	23.3	318	6551	20.6	284	6777	23.9	380	6646	17.5
	Provincial Secondary School	10	401	40.1	10	347	34.7	10	307	30.7	10	320	32.0
	National Secondary school	22	1122	51	22	1265	57.5	22	1302	59.2	30	1168	38.9
<b>Makira and Ulawa Total</b>		<b>802</b>	<b>15606</b>	<b>19.5</b>	<b>818</b>	<b>16193</b>	<b>19.8</b>	<b>818</b>	<b>16774</b>	<b>20.5</b>	<b>940</b>	<b>16089</b>	<b>17.1</b>
Malaita	Primary	997	17803	17.9	1052	18238	17.3	1042	17781	17.1	910	16371	18.0
	Community High School	1314	32407	24.7	1338	33917	25.3	1265	33169	26.2	1330	32472	24.4
	Provincial Secondary School	30	1393	46.4	30	1457	46.6	30	1331	44.4	30	1156	38.5
	National Secondary school	10	441	44.1	10	451	45.1	10	453	45.3	10	466	46.6
<b>Malaita Total</b>		<b>2351</b>	<b>52044</b>	<b>22.1</b>	<b>2430</b>	<b>54063</b>	<b>22.2</b>	<b>2347</b>	<b>52734</b>	<b>22.5</b>	<b>2280</b>	<b>50465</b>	<b>22.1</b>
Rennel & Bellona	Primary	61	521	8.5	73	480	6.6	70	519	7.4	60	502	8.4
	Community High School	50	266	5.3	50	288	5.8	26	343	13.2	50	256	5.1
	Provincial Secondary School	5	124	24.8	10	153	15.3	10	121	12.1	10	175	17.5
<b>Rennel &amp; Bellona Total</b>		<b>116</b>	<b>911</b>	<b>7.9</b>	<b>133</b>	<b>921</b>	<b>6.9</b>	<b>106</b>	<b>983</b>	<b>9.3</b>	<b>120</b>	<b>933</b>	<b>7.8</b>
Temotu	Primary	241	2947	12.2	221	3131	14.2	253	3286	13	250	3447	13.8
	Community High School	250	4123	16.5	198	4053	20.5	171	3825	22.4	220	2965	13.5
	Provincial Secondary School	10	404	40.4	10	437	43.7	10	329	32.9	10	329	32.9
<b>Temotu Total</b>		<b>501</b>	<b>7474</b>	<b>14.9</b>	<b>429</b>	<b>7621</b>	<b>17.8</b>	<b>434</b>	<b>7440</b>	<b>17.1</b>	<b>480</b>	<b>6741</b>	<b>14.0</b>
Western	Primary	917	10366	11.3	933	10730	11.5	940	10872	11.6	650	11092	17.1
	Community High School	509	10210	20.1	459	10173	22.2	467	10386	22.2	470	10640	22.6
	Provincial Secondary School	30	720	24	21	691	32.9	20	764	38.2	20	788	39.4
	National Secondary school	50	1311	26.2	30	1424	47.5	30	1349	45	30	1398	46.6
<b>Western Total</b>		<b>1506</b>	<b>22607</b>	<b>15</b>	<b>1443</b>	<b>23018</b>	<b>16</b>	<b>1457</b>	<b>23371</b>	<b>16</b>	<b>1170</b>	<b>23918</b>	<b>20.4</b>
<b>Grand Total</b>		<b>8997</b>	<b>180225</b>	<b>20.4</b>	<b>8848</b>	<b>186700</b>	<b>21.1</b>	<b>8711</b>	<b>186402</b>	<b>21.4</b>	<b>8662</b>	<b>182829</b>	<b>21.1</b>

Source: SIEMIS

The data can only be collected, analysed and compared by school type i.e. primary, community high, provincial secondary and national secondary schools. There appears to be an overall trend of a decreasing number of classrooms i.e. 149 less classrooms in 2017, 137 less classrooms in 2018 and 49 less classrooms in 2019. This trend is significant and should be further investigated. The removal of ECCE centres from primary schools from 2018 and 2019 may contribute to some of the decrease.

Data showing the student: classroom ratio for primary and CHS level in most provinces is sufficient, with an average range from 5 to 40 students per classroom with Renbel has the lowest average of 5 students/classroom. Except for Honiara which exceeded the number required per classroom in Community High school, 64 students per classroom and PSS 104 students per classroom.

Worryingly Guadalcanal NSS had marginally increase from 60 to 163 students per classrooms and Honiara had increased from 83 to 87 students per classroom. The high ratio indicated that there is an overcrowding in NSS for these provinces. The above data clearly shows which provinces require more classrooms.

#### ***IO Indicator 4.3.3. Number of functioning boarding facilities***

The school census collects information on the number of dormitories for students for both female and male in Community High Schools, Provincial Secondary Schools and National Secondary Schools. The geographic isolation of some Solomon Island communities means many students are required to relocate and board to continue their education. Hence measuring the number and location of boarding facilities for boys and girls is an important access indicator. This measures the number of dormitories available to accommodate both female and male accommodate students in schools in the Solomon Islands.

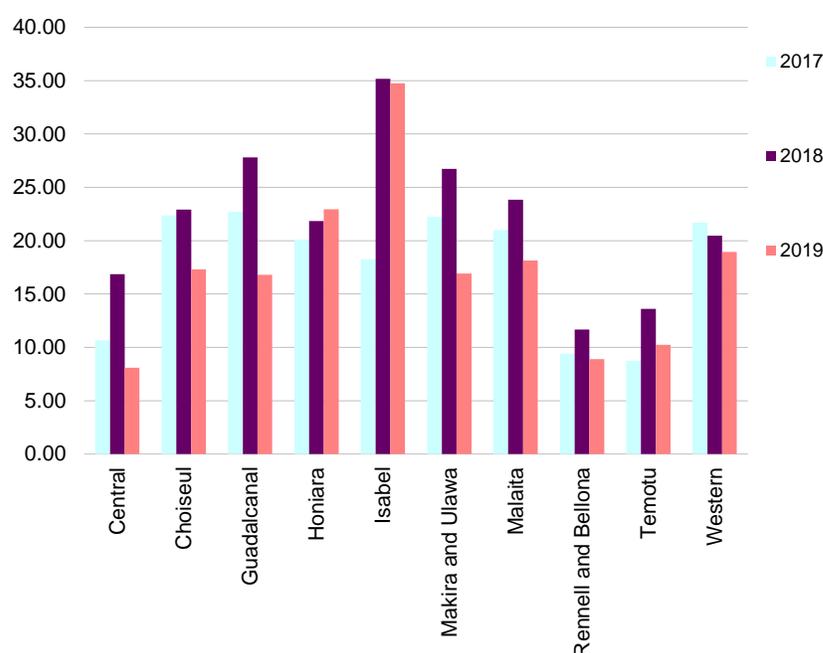
Table 31. Pupil dormitory ratio for 2016-2019

Province	School Name	2016					2017					2018					2019				
		Enrol		Boarders		Dorm Ratio	Enrol		Boarders		Dorm Ratio	Enrol		Boarders		Dorm Ratio	Enrol		Boarders		Dorm Ratio
		Female	Male	Female	Male		Female	Male	Female	Male		Female	Male	Female	Male		Female	Male	Female	Male	
Central	Gela Ilau CHS	65	88	65	88	15.3	66	83				77	78	77	78	15.5	75	70			
	Siota PSS	95	124	95	124	21.9	108	113	111	110	22.1	127	158	127	158	28.5	121	166			
	Siro CHS	162	218	30	40	7.0	159	203	39	60	9.9	139	205	18	48	6.6	142	209	27	43	7.0
	<b>Total</b>	<b>322</b>	<b>430</b>	<b>190</b>	<b>252</b>		<b>333</b>	<b>399</b>	<b>150</b>	<b>170</b>		<b>343</b>	<b>441</b>	<b>222</b>	<b>284</b>		<b>338</b>	<b>445</b>	<b>27</b>	<b>43</b>	
Choiseul	Choiseul Bay PSS	179	209	179	206	64.2	180	158	179	159	56.3	229	194	156	165	53.5	205	182	201	185	38.6
	Kukele CHS	66	48	52	40	9.2	56	53	42	40	8.2	63	59	63	59	12.2	78	79	70	59	12.9
	Puzivai CHS	126	156	127	125	25.2	149	119	124	110	23.4	142	147	112	114	22.6	137	126	94	90	18.4
	St Joseph Moli CHS	219	228	83	76	15.9	268	252	95	79	17.4	242	244	108	71	17.9	202	226	91	75	16.6
<b>Total</b>	<b>590</b>	<b>641</b>	<b>441</b>	<b>447</b>		<b>653</b>	<b>582</b>	<b>440</b>	<b>388</b>		<b>676</b>	<b>644</b>	<b>439</b>	<b>409</b>		<b>622</b>	<b>613</b>	<b>456</b>	<b>409</b>		
Guadalcanal	Avuavu PSS	195	248	194	248	44.2	141	225	141	225	36.6	150	174	150	174	32.4	178	196	181	193	37.7
	Betikama NSS	264	261	221	224	44.5	285	269	268	259	87.8	271	266	245	238	80.5	269	274	232	263	24.8
	Bubunuhu CHS	141	182	96	108	20.4	173	171				173	177	88	102	19.0	214	190	73	52	12.5
	Kopiu CHS	171	167	102	106	20.8	161	157	94	97	19.1	136	137	77	88	16.5	109	113			
	Kuma CHS	165	163	14	16	3.0	152	186				150	169	40	42	8.2	160	174	61	70	13.1
	LALOATO CHS	177	190	51	49	10.0	182	178				174	209	74	102	17.6	205	240	63	83	14.6
	MAKARUKA CHS	194	220				278	295				301	323	121	148		243	238	73	74	14.7
	NUMBU CHS	243	244	96	71	16.7	243	256	114	81	19.5	232	261	107	97	20.4	170	166	159	159	31.8
	Ruavatu Secondary PSS	91	100	91	100	19.1	97	116	97	116	21.3	108	122	108	122	23.0	98	106	98	106	21.0
	Selwyn College	327	339	327	339	66.6	339	335	334	340	67.4	340	319	365	355	72.0	79	77	258	244	64.1
	St Josephs Tenaru NSS	269	282	269	280	54.9	300	306	295	304	59.9	304	310	301	304	60.5	272	277			
	Tangarare PSS	153	152	153	152	30.5	193	135	193	135	32.8	51	73	51	73	12.4	108	97	108	97	20.5
	Tenakoga CHS	258	233	144	121	26.5	244	241				240	252	119	134	25.3	122	128			
	WANDERER BAY CHS	177	216				207	233	97	98	19.5	222	208	94	62	15.6	205	213	205	213	17.0
<b>Total</b>	<b>2825</b>	<b>2997</b>	<b>1758</b>	<b>1814</b>		<b>2995</b>	<b>3103</b>	<b>1633</b>	<b>1655</b>		<b>2852</b>	<b>3000</b>	<b>1940</b>	<b>2041</b>		<b>2432</b>	<b>2489</b>	<b>1511</b>	<b>1554</b>		
Honiara	King George VI NSS	248	275	152	231	38.3	309	293	162	240	40.2	363	475	170	267	43.7	397	475	197	262	42.0
	<b>Total</b>	<b>248</b>	<b>275</b>	<b>152</b>	<b>231</b>		<b>309</b>	<b>293</b>	<b>162</b>	<b>240</b>		<b>363</b>	<b>475</b>	<b>170</b>	<b>267</b>		<b>397</b>	<b>475</b>	<b>197</b>	<b>262</b>	
Isabel	Allardyce PSS	166	166	164	166	33.0	156	183				141	157	141	157	29.8	154	187	155	186	34.1
	GUGUHA CHS	331	329	153	149	30.2	377	371	190	182	46.5	381	401	189	195	48.0	394	400	191	199	39.0
	Hovi Primary School	46	42	20	15	3.5	56	71	22	23	4.5	56	51				41	45			
	KALENGA CHS	213	229	125	115	24.0	207	226				227	231	120	101	22.1	246	233	142	122	26.4
	Lilikia CHS	150	191	150	191	34.1	139	170				140	193	140	193	33.3	137	207	127	197	32.4
	MUANA CHS	293	320			0	299	288				282	256	196	175	37.1	280	253	200	183	38.3
	Sir Dudley Tuti College	241	306	241	306	54.7	234	230	234	230	46.4	294	325	294	325	61.9	330	321	330	321	57.0
	Visena CHS	400	422	290	271	56.1	433	416	284	259	54.3	449	433	269	249	51.8	377	423	204	224	42.8
<b>Total</b>	<b>1840</b>	<b>2005</b>	<b>1143</b>	<b>1213</b>		<b>1901</b>	<b>1955</b>	<b>730</b>	<b>694</b>		<b>1970</b>	<b>2047</b>	<b>1349</b>	<b>1395</b>		<b>1959</b>	<b>2069</b>	<b>1349</b>	<b>1432</b>		
Makira and Ulawa	BAGAREI CHS	66	70	66	70	45.3	68	74				51	58	51	58	36.3	30	40	27	43	7.0
	Haura CHS	144	154	86	95	90.5	139	155				86	93	86	93	89.5	136	125	75	82	15.7
	MARUNGA CHS	112	123	54	58	56	117	131				149	159	53	72	62.5	120	123	59	71	13.0
	Nahuhu CHS	201	240	85	100	18.5	184	218	82	92	17.4	176	222	86	98	18.4	170	199	84	87	17.1
	Ngonihau CHS	123	135	68	73	14.1	113	120	57	61	11.8	146	139	92	78	17	132	127	85	72	15.2
	Pawa Secondary PSS	162	239	162	238	80.0	142	205	139	208	34.7	117	190	133	174	30.7	132	127			
	PIRUPIRU CHS	168	208	110	123	23.3	195	204	106	124	23	189	240	101	148	24.9	171	214	99	129	22.8
	Ramah CHS	287	319	148	158	30.6	329	349	161	165	32.6	395	371	216	229	44.5	418	430			
	Sogotiwa CHS	178	198	105	107	106.0	144	203	75	104	17.9	128	180	72	93	16.5	149	174	59	76	13.5
	St Stephens College Pan	315	311	284	281	28.3	306	387	296	366	66.2	336	389	307	359	66.6	296	316	304	306	61.0
	SUENA CHS	98	102	34	48	41.0	108	112	33	38	7.1	122	131	47	58	10.5	114	130	52	61	11.3
	TAWARAHU CHS	143	125	86	64	15.0	114	129	65	80	14.5	134	134	65	67	13.2	130	137	67	64	13.1
	Tawatana CHS	217	227	87	84	17.1	219	192	120	101	22.1	270	263	140	137	27.7	244	249	127	130	25.7
	Waimapuru NSS	250	246	243	243	24.3	279	293	279	293	28.6	287	290	274	277	27.6	267	289	264	286	27.0
<b>Total</b>	<b>2464</b>	<b>2697</b>	<b>1618</b>	<b>1742</b>		<b>2457</b>	<b>2772</b>	<b>1413</b>	<b>1632</b>		<b>2586</b>	<b>2859</b>	<b>1723</b>	<b>1941</b>		<b>2509</b>	<b>2680</b>	<b>1302</b>	<b>1407</b>		
Malaita	Adaau PSS	127	141	127	141	13.4	130	128	130	128	25.8	85	106	85	107	19.2	96	124	96	124	22.0
	Aligegeo PSS	346	430	322	360	85.3	399	443	298	330	62.8	343	404	228	231	45.9	250	321	172	227	57.1
	Faumamau CHS	253	320				322	280				303	332				270	243	95	87	18.2
	Kwalafa CHS	170	220	16	37	5.3	160	214	29	51	8.0	77	94	41	39	8.0	162	186	30	30	6.0
	Rokera PSS	150	199	150	199	34.9	160	197	161	196	35.7	198	195	199	194	39.3	180	185	178	187	36.5
	Sa'a CHS	235	238	130	137	89	282	273	166	146	31.2	294	250	170	152	32.2	274	296	159	141	30.0
	Su'u National Secondary	183	258	165	240	40.5	195	256	165	230	39.5	199	254	161	229	39.0	193	273	180	261	44.1
	Talakali CHS	158	132	27	20	4.7	172	133	35	20	5.5	171	148	33	19	5.2	154	133	22	21	4.3
<b>Total</b>	<b>1622</b>	<b>1938</b>	<b>937</b>	<b>1134</b>		<b>1820</b>	<b>1924</b>	<b>984</b>	<b>1101</b>		<b>1670</b>	<b>1783</b>	<b>917</b>	<b>971</b>		<b>1579</b>	<b>1761</b>	<b>932</b>	<b>1078</b>		
Rennell and Bellona	Henua CHS	46	38				51	37			48	43	21	21	21.0	58	51	25	23	4.8	
	New Place PSS	56	68																		

TABLE 32. BOARDER/DORMITORY RATIO

Boarder/Dorm Ratio			
Province	2017	2018	2019
Central	10.67	16.87	8.10
Choiseul	22.38	22.92	17.30
Guadalcanal	22.71	27.82	16.79
Honiara	20.10	21.85	22.95
Isabel	18.26	35.18	34.76
Makira and Ulawa	22.23	26.74	16.93
Malaita	21.00	23.83	18.15
Rennell and Bellona	9.42	11.67	8.90
Temotu	8.74	13.60	10.25
Western	21.70	20.48	18.93

FIGURE 16. BORDER DORM RATIO



The above table shows the boarding schools with dormitories by provinces for students. In 2019 Isabel province has maintained the highest ratio although with a slight decrease followed by Honiara. The boarder dormitory ratio decreased for most provinces except Honiara increasing by 1.1%. Central and RenBel have the lowest ratio.

**IO Indicator 4.3.4. Number of schools with clean safe water supplies by sector**

Clean water is defined as treated and safe drinking water. Access to clean and safe (potable) water is important for ensuring hygienic practices within schools and reducing the spread of diseases which may affect pupils' well-being and consequently educational performance.

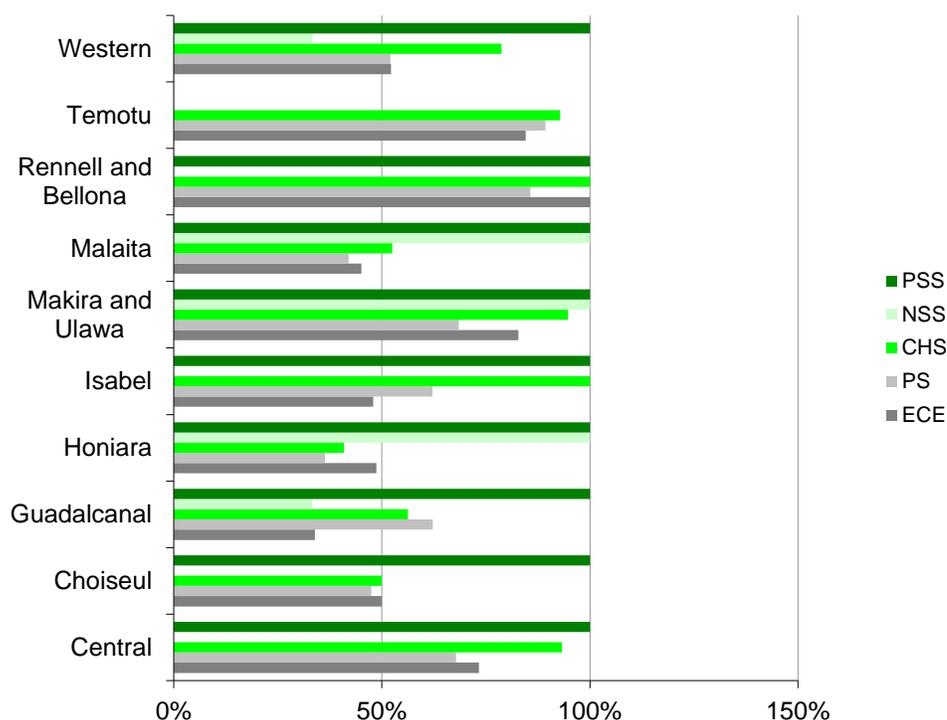
TABLE 33. SCHOOLS WATER SUPPLY BY PROVINCE 2016-2019

Province	WaterSupplyType	2016						2017						2018						2019										
		ECE	PS	CHS	PSS	NSS	RTC	Total	ECE	PS	CHS	PSS	NSS	RTC	Total	ECE	PS	CHS	PSS	NSS	RTC	Total	ECE	PS	CHS	PSS	NSS	RTC	Total	
Central	Roof Tank	11	14	13	1		2	41	11	13	15	1		2	42	11	13	15	1		2	42	9	12	14	1		2	38	
	Well (non-drinkable)	5	10	7			1	23	5	9	9	1		1	25	5	9	9	1		1	25	3	8	9				1	21
	Well (drinkable)	2	1	1	1			5	2	2	1	1			6	2	2	1	1			6	2	2	2					6
	Stream/River	2	14	7			1	24	2	15	6			1	24	2	15	6			1	24	3	14	3				1	21
	Piped	7	14	5				26	5	16	4			1	26	5	16	4			1	26	7	13	7				1	28
<b>Central Total</b>		<b>27</b>	<b>53</b>	<b>33</b>	<b>2</b>	<b>4</b>	<b>119</b>	<b>25</b>	<b>55</b>	<b>35</b>	<b>3</b>	<b>5</b>	<b>123</b>	<b>25</b>	<b>55</b>	<b>35</b>	<b>3</b>	<b>5</b>	<b>123</b>	<b>24</b>	<b>49</b>	<b>35</b>	<b>1</b>	<b>5</b>	<b>114</b>					
Choiseul	Roof Tank	11	27	14	1		1	54	10	29	14	1		1	55	10	29	14	1		1	55	13	28	12	1		1	55	
	Well (non-drinkable)	3	2	2	1			8	2	3	4	1			10	2	3	4	1			10	1	3	3	1				8
	Well (drinkable)	10	2	1			1	14	10	2	1			1	13	10	2	1			1	13	7	2	1					10
	Stream/River	7	18	4			1	30	5	20	4			1	30	4	20	4			1	29	4	20	6				1	31
	Piped	15	21	11	1			48	16	16	10	1			43	16	16	10	1			43	14	16	8	1				39
<b>Choiseul Total</b>		<b>46</b>	<b>70</b>	<b>32</b>	<b>3</b>	<b>3</b>	<b>154</b>	<b>43</b>	<b>70</b>	<b>33</b>	<b>3</b>	<b>2</b>	<b>151</b>	<b>42</b>	<b>70</b>	<b>33</b>	<b>3</b>	<b>2</b>	<b>150</b>	<b>39</b>	<b>69</b>	<b>30</b>	<b>3</b>	<b>2</b>	<b>143</b>					
Guadalcanal	Roof Tank	24	47	21	2	2	10	106	26	50	24	3	3	9	115	26	50	24	3	3	9	115	23	49	23	2	3	8	108	
	Well (non-drinkable)	8	10	6		1	3	28	9	15	4	1		5	34	9	15	4	1		6	35	8	14	6	1		5	34	
	Well (drinkable)	22	20	2			4	48	22	20	3			4	49	22	20	3			4	49	21	22	2			4	49	
	Stream/River	26	62	21	2	3	6	120	30	54	15	2	1	7	109	29	54	15	2	1	7	108	23	54	15	1	1	6	100	
	Piped	28	26	20	2	3	9	88	27	30	20	3	2	6	88	27	30	20	3	2	6	88	28	35	20	3	2	6	94	
<b>Guadalcanal Total</b>		<b>108</b>	<b>165</b>	<b>70</b>	<b>6</b>	<b>9</b>	<b>32</b>	<b>390</b>	<b>114</b>	<b>169</b>	<b>66</b>	<b>9</b>	<b>6</b>	<b>31</b>	<b>395</b>	<b>113</b>	<b>169</b>	<b>66</b>	<b>9</b>	<b>6</b>	<b>32</b>	<b>395</b>	<b>103</b>	<b>174</b>	<b>66</b>	<b>7</b>	<b>6</b>	<b>29</b>	<b>385</b>	
Honiara	Roof Tank	34	10	21	1	1	2	69	34	9	20	1	1	4	69	32	9	20	1	1	3	66	30	7	19	1	1	3	61	
	Well (non-drinkable)	3	1			1		5	4	1		1	1	1	7	4	1		1	1	1	7	3	2			1	1	7	
	Well (drinkable)	14	2			1	1	18	18	1	1	1	1	1	22	18	1	1	1	1	1	23	14	1	1	1	1	1	19	
	Stream/River	4	1	1				6	1	1	1			1	4	1	1	1			1	4	1	1	1			1	4	
	Piped	31	10	14		1	1	57	31	8	16	1	1	4	61	29	8	16	1	1	3	58	33	9	17	1	1	3	64	
<b>Honiara Total</b>		<b>86</b>	<b>24</b>	<b>36</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>155</b>	<b>88</b>	<b>19</b>	<b>39</b>	<b>2</b>	<b>4</b>	<b>11</b>	<b>163</b>	<b>84</b>	<b>19</b>	<b>39</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>158</b>	<b>81</b>	<b>18</b>	<b>40</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>155</b>	
Isabel	Roof Tank	20	30	6	1		2	59	19	32	6	1		2	60	19	32	6	1		2	60	18	22	4	1		2	47	
	Well (non-drinkable)	3	3					6	3	2					5	3	2					5	3	2	1				6	
	Well (drinkable)	23	2					25	18	1					19	18	1					19	18	2					20	
	Stream/River	14	17	7	2		2	42	14	18	7	1		2	42	14	18	7	1		2	42	13	17	4	1		2	37	
	Piped	31	30	5	2		1	69	31	29	5	2		1	68	31	29	5	2		1	68	31	33	6	2		1	73	
<b>Isabel Total</b>		<b>91</b>	<b>82</b>	<b>18</b>	<b>5</b>	<b>5</b>	<b>201</b>	<b>85</b>	<b>82</b>	<b>18</b>	<b>4</b>	<b>5</b>	<b>194</b>	<b>85</b>	<b>82</b>	<b>18</b>	<b>4</b>	<b>5</b>	<b>194</b>	<b>83</b>	<b>76</b>	<b>15</b>	<b>4</b>	<b>5</b>	<b>183</b>					
Makira and Ulawa	Roof Tank	19	30	16	1	2	3	71	11	25	14	1	2	3	56	11	25	14	1	2	3	56	19	21	11	1	2	3	57	
	Well (non-drinkable)	4	1					5	4					1	5	4					1	5	4	1	4			1	10	
	Well (drinkable)	15	8	2			1	26	19	7	2			2	30	19	7	2			2	30	14	6	1			2	23	
	Stream/River	32	30	10	1	2	3	78	29	32	10	1	1	2	75	29	32	10	1	1	2	75	21	29	8	1		2	61	
	Piped	41	35	17	1	2	2	98	42	32	17	1	2	2	96	41	32	17	1	2	2	95	47	32	17	1	2	2	101	
<b>Makira and Ulawa Total</b>		<b>111</b>	<b>104</b>	<b>45</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>278</b>	<b>105</b>	<b>96</b>	<b>43</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>262</b>	<b>104</b>	<b>96</b>	<b>43</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>261</b>	<b>105</b>	<b>89</b>	<b>41</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>252</b>	
Malaita	Roof Tank	51	35	45	3	1	7	142	47	38	50	3	1	7	146	45	38	50	3	1	7	144	46	35	47	3	1	6	138	
	Well (non-drinkable)	11	16	16			3	46	13	11	19	1		3	47	13	11	19	1		3	47	15	11	12	1		3	42	
	Well (drinkable)	45	19	9	1		1	75	45	15	16			2	78	44	15	16			2	77	43	12	13			2	70	
	Stream/River	43	65	39	1	1	7	156	46	62	35	1	1	6	151	44	62	35	1	1	6	149	37	57	32	1		5	132	
	Piped	68	55	36	2	1	4	166	65	54	33	3	1	5	161	63	51	33	3	1	5	156	69	53	42	3	1	5	173	
<b>Malaita Total</b>		<b>218</b>	<b>190</b>	<b>145</b>	<b>7</b>	<b>3</b>	<b>22</b>	<b>585</b>	<b>216</b>	<b>180</b>	<b>153</b>	<b>8</b>	<b>3</b>	<b>23</b>	<b>583</b>	<b>209</b>	<b>177</b>	<b>153</b>	<b>8</b>	<b>3</b>	<b>23</b>	<b>573</b>	<b>210</b>	<b>168</b>	<b>146</b>	<b>8</b>	<b>2</b>	<b>21</b>	<b>555</b>	
Rennell and Bellona	Roof Tank	3	6	2	1		1	13	3	6	3	1		1	14	3	6	3	1		1	14	3	6	3	1		1	14	
	Well (non-drinkable)	1	1		1			3	2	2		1			5	2	2		1			5	1	1	1				3	
	Well (drinkable)		1				1	2	1	2					3	1	2					3		1					1	
	Stream/River	1	1					2	2						2	2						2	1	1	1				2	
	Piped	1	1			1	3	2			1				3	2		1				3	1	1	1	1			3	
<b>Rennell and Bellona Total</b>		<b>6</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>23</b>	<b>10</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>27</b>	<b>10</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>27</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>23</b>					
Temotu	Roof Tank	11	20	9	1		1	42	12	20	10	1		1	44	12	20	10	1		1	44	17	20	9	1		1	48	
	Well (non-drinkable)	7	4	3				14	6	4	2				12	6	4	2				12	7	5	6				18	
	Well (drinkable)	5	4				1	10	5	3				1	9	5	3				1	9	2	1				1	4	
	Stream/River	4	6	4	1		1	16	4	6	3	1			14	4	6	3	1			14	6	4	6	1		1	18	
	Piped	8	11	8	1		1	29	9	11	8	1		1	30	8	11	8	1		1	29	9	11	7	1		1	29	
<b>Temotu Total</b>		<b>35</b>	<b>45</b>	<b>24</b>	<b>3</b>	<b>4</b>	<b>111</b>	<b>36</b>	<b>44</b>	<b>23</b>	<b>3</b>	<b>3</b>	<b>109</b>	<b>35</b>	<b>44</b>	<b>23</b>	<b>3</b>	<b>3</b>	<b>108</b>	<b>39</b>	<b>42</b>	<b>29</b>	<b>3</b>	<b>4</b>	<b>117</b>					
Western	Roof Tank	40	87	32	2	3	8	172	40	85	30	2	1	9	167	39	85	30	2	1	9	166	34	84	26	1	2	8	155	
	Well (non-drinkable)	6	18	5	1	2	1	33	5	11	3	1	1	3	24	4	11	3	1	1	3	23	4	12	5			3	24	
	Well (drinkable)	15	10	3				28	11	7	2			1	23	11	7	2			1	23	8	10	3			3	24	
	Stream/River	14	37	16	1	2	6	76	13	33	16	2	1	6																

TABLE 34. CLEAN SAFE WATER BY PROVINCE

Province	ECE	PS	CHS	NSS	PSS
Central	73%	68%	93%	~	100%
Choiseul	50%	48%	50%	~	100%
Guadalcanal	34%	62%	56%	33%	100%
Honiara	49%	36%	41%	100%	100%
Isabel	48%	62%	100%	~	100%
Makira and Ulawa	83%	69%	95%	100%	100%
Malaita	45%	42%	53%	100%	100%
Rennell and Bellona	100%	86%	100%	~	100%
Temotu	85%	89%	93%	~	0%
Western	52%	52%	79%	33%	100%

FIGURE 17. CLEAN SAFE WATER



There were four types of water sources used in schools - roof tank, well, stream/river and piped water in table 31. Most PSS have 100% access to water except Temotu province (not reported). Honiara, Makira and Malaita NSS also have 100% access to water except Guadalcanal with 33% access to water for schools reported only. CHSs in Isabel and Renbell also have 100% as well as Renbell ECEs.

**IO Indicator 4.3.5. Number of functional toilets in schools by sector and gender**

The number of toilets that are used by students and staff in the school. This indicator is to track the improvement of water and sanitation, embedded in the Education Strategic Framework 2016-

2030 as a long-term priority of MEHRD. International Water and Hygiene (Wash) and national standards state that suitable separate washing facilities and toilets are provided for both girls and boys. Access to toilets is important for ensuring hygienic practices within schools and reducing the spread of disease which may affect pupils' well-being and educational performance.

**TABLE 35. NUMBER OF FUNCTIONAL TOILETS BY GENDER, SCHOOL TYPE AND PROVINCE, 2016-2019**

Province	SchoolType	2016				2017				2018				2019			
		Enrolment		Toilets		Enrolment		Toilets		Enrolment		Toilets		Enrolment		Toilets	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Central	Kindergarten	558	573	9	8	564	608	8	7	690	646	8	7	657	632	7	7
	Primary School	1,919	2,085	26	23	1,908	2,095	23	20	2,027	2,148	22	19	1,931	2,008	22	19
	Community High School	1,972	2,118	18	20	2,232	2,301	23	24	2,346	2,531	23	24	2,039	2,213	20	20
	Provincial Secondary School	95	124	0	0	108	113	0	0	127	158	0	0	121	166	0	0
<b>Central Total</b>	<b>4,544</b>	<b>4,900</b>	<b>53</b>	<b>51</b>	<b>4,812</b>	<b>5,117</b>	<b>54</b>	<b>51</b>	<b>5,190</b>	<b>5,483</b>	<b>53</b>	<b>50</b>	<b>4,748</b>	<b>5,019</b>	<b>49</b>	<b>46</b>	
Choiseul	Kindergarten	607	584	9	11	590	551	14	11	591	599	13	10	473	461	11	8
	Primary School	1,850	1,982	30	40	1,975	2,117	32	32	1,994	2,220	32	32	2,067	2,267	33	33
	Community High School	2,062	2,102	21	17	2,172	2,133	28	30	1,942	1,980	28	30	1,705	1,804	28	27
	Provincial Secondary School	179	209	0	0	180	158	0	0	229	194	0	0	205	182	12	7
<b>Choiseul Total</b>	<b>4,698</b>	<b>4,877</b>	<b>60</b>	<b>68</b>	<b>4,917</b>	<b>4,959</b>	<b>74</b>	<b>73</b>	<b>4,756</b>	<b>4,993</b>	<b>73</b>	<b>72</b>	<b>4,450</b>	<b>4,714</b>	<b>84</b>	<b>76</b>	
Guadalcanal	Kindergarten	2,178	2,271	69	76	2,765	2,944	73	80	3,001	3,079	71	78	2,382	2,520	37	42
	Primary School	7,065	7,689	83	94	7,360	8,032	82	88	7,492	7,901	81	87	7,211	7,694	89	87
	Community High School	7,013	7,180	72	73	7,173	7,204	73	71	7,094	7,226	75	73	6,980	7,080	71	69
	Provincial Secondary School	439	500	26	12	431	476	26	47	309	369	26	47	384	399	30	39
National Secondary School	860	882	14	22	924	910	23	43	915	895	23	43	620	628	23	43	
<b>Guadalcanal Total</b>	<b>17,555</b>	<b>18,522</b>	<b>264</b>	<b>277</b>	<b>18,653</b>	<b>19,566</b>	<b>277</b>	<b>329</b>	<b>18,811</b>	<b>19,470</b>	<b>276</b>	<b>328</b>	<b>17,577</b>	<b>18,321</b>	<b>250</b>	<b>280</b>	
Honiara	Kindergarten	2,086	2,105	66	59	2,250	2,267	62	53	2,292	2,229	56	48	2,033	2,264	56	48
	Primary School	2,604	2,662	32	30	2,741	2,595	28	27	2,781	2,824	27	26	2,142	2,257	28	27
	Community High School	9,789	10,370	108	91	9,152	9,505	123	102	8,898	9,192	123	102	9,787	10,175	125	105
	Provincial Secondary School	601	783	5	4	534	712	5	4	535	658	5	4	449	594	5	4
National Secondary School	248	275	8	8	309	293	8	8	363	475	8	8	397	475	8	8	
<b>Honiara Total</b>	<b>15,328</b>	<b>16,195</b>	<b>219</b>	<b>192</b>	<b>14,986</b>	<b>15,372</b>	<b>226</b>	<b>194</b>	<b>14,869</b>	<b>15,378</b>	<b>219</b>	<b>188</b>	<b>14,808</b>	<b>15,765</b>	<b>222</b>	<b>192</b>	
Isabel	Kindergarten	846	855	19	20	1,105	1,060	17	20	929	983	16	19	708	760	15	18
	Primary School	2,216	2,265	27	39	2,269	2,355	33	36	2,264	2,413	33	36	2,193	2,339	34	37
	Community High School	1,703	1,863	29	31	1,776	1,838	24	23	1,798	1,885	24	23	1,909	2,100	19	16
	Provincial Secondary School	407	472	22	20	390	413	16	16	435	482	16	16	484	508	16	16
<b>Isabel Total</b>	<b>5,172</b>	<b>5,455</b>	<b>97</b>	<b>110</b>	<b>5,540</b>	<b>5,666</b>	<b>90</b>	<b>95</b>	<b>5,426</b>	<b>5,763</b>	<b>89</b>	<b>94</b>	<b>5,294</b>	<b>5,707</b>	<b>84</b>	<b>87</b>	
Makira and Ulawa	Kindergarten	1,435	1,606	52	67	1,560	1,690	40	50	1,537	1,529	40	48	1,297	1,395	40	46
	Primary School	3,657	4,007	44	49	3,863	4,167	45	50	3,994	4,394	45	50	3,691	4,238	47	54
	Community High School	3,035	3,384	24	24	3,095	3,456	23	22	3,248	3,529	23	22	3,081	3,342	23	21
	Provincial Secondary School	162	239	6	4	142	205	1	1	117	190	1	1	129	163	1	1
National Secondary School	565	557	5	5	585	680	16	24	623	679	16	24	563	605	4	4	
<b>Makira and Ulawa Total</b>	<b>8,854</b>	<b>9,793</b>	<b>131</b>	<b>149</b>	<b>9,245</b>	<b>10,198</b>	<b>125</b>	<b>147</b>	<b>9,519</b>	<b>10,321</b>	<b>125</b>	<b>145</b>	<b>8,761</b>	<b>9,743</b>	<b>115</b>	<b>126</b>	
Malaita	Kindergarten	3,645	3,830	115	134	3,783	3,919	111	131	3,933	4,176	107	127	3,637	3,820	103	120
	Primary School	8,595	9,208	132	114	8,693	9,545	127	136	8,568	9,213	123	133	7,664	8,700	122	128
	Community High School	15,431	16,976	165	176	16,536	17,381	164	179	16,036	17,133	167	182	15,572	16,721	143	155
	Provincial Secondary School	623	770	16	14	689	768	29	18	626	705	29	18	526	630	23	21
National Secondary School	183	258	10	15	195	256	16	14	199	254	16	14	193	273	16	25	
<b>Malaita Total</b>	<b>28,477</b>	<b>31,042</b>	<b>438</b>	<b>453</b>	<b>29,896</b>	<b>31,869</b>	<b>447</b>	<b>478</b>	<b>29,362</b>	<b>31,481</b>	<b>442</b>	<b>474</b>	<b>27,592</b>	<b>30,144</b>	<b>407</b>	<b>449</b>	
Rennell and Bellona	Kindergarten	81	85	1	2	67	70	0	1	65	63	0	1	73	51	0	1
	Primary School	253	268	5	5	234	246	7	7	263	256	7	7	252	250	3	3
	Community High School	137	129	2	2	137	151	2	2	173	170	2	2	134	122	2	1
	Provincial Secondary School	56	68	0	0	81	72	1	1	48	73	1	1	72	103	1	1
<b>Rennell and Bellona Total</b>	<b>527</b>	<b>550</b>	<b>8</b>	<b>9</b>	<b>519</b>	<b>539</b>	<b>10</b>	<b>11</b>	<b>549</b>	<b>562</b>	<b>10</b>	<b>11</b>	<b>531</b>	<b>526</b>	<b>6</b>	<b>6</b>	
Temotu	Kindergarten	671	682	18	18	631	613	18	19	624	638	17	18	605	655	19	19
	Primary School	1,399	1,548	19	20	1,493	1,638	16	16	1,588	1,698	16	16	1,695	1,752	8	8
	Community High School	1,911	2,212	16	18	1,869	2,135	16	17	1,807	2,018	16	17	1,431	1,589	17	14
	Provincial Secondary School	146	258	10	12	165	272	10	12	113	216	10	12	113	216	10	12
<b>Temotu Total</b>	<b>4,127</b>	<b>4,700</b>	<b>63</b>	<b>68</b>	<b>4,158</b>	<b>4,658</b>	<b>60</b>	<b>64</b>	<b>4,132</b>	<b>4,570</b>	<b>59</b>	<b>63</b>	<b>3,844</b>	<b>4,212</b>	<b>54</b>	<b>53</b>	
Western	Kindergarten	1,288	1,404	39	42	1,228	1,282	36	34	1,270	1,293	35	33	1,156	1,265	34	33
	Primary School	5,018	5,348	86	85	5,081	5,649	93	90	5,156	5,716	93	90	5,269	5,843	90	88
	Community High School	4,962	5,248	83	73	4,985	5,188	89	85	5,149	5,237	89	85	5,068	5,231	70	63
	Provincial Secondary School	344	376	4	13	332	359	4	13	388	376	4	13	389	399	4	13
National Secondary School	682	629	4	8	746	678	15	19	736	613	15	19	742	656	15	19	
<b>Western Total</b>	<b>12,294</b>	<b>13,005</b>	<b>216</b>	<b>221</b>	<b>12,372</b>	<b>13,156</b>	<b>237</b>	<b>241</b>	<b>12,699</b>	<b>13,235</b>	<b>236</b>	<b>240</b>	<b>12,624</b>	<b>13,394</b>	<b>213</b>	<b>216</b>	

Source: SIEMIS

The data reported in Table 32 only captures the schools that reported this section in their submitted school census form to MEHRD for the reported year. The school census data did not require a condition report of toilets nor the suitability for gender. There is possibility that some reported toilets may not meet any required standards nor be suitable for use.

### ***IO Indicator 4.3.6. Toilets: Pupil ratio and gender***

The national minimum infrastructure standard for pupil to toilet ratio is female 1:40 and male 1:60. This standards ratio is used to measure the availability of usable toilets for both female and male in schools. Sex disaggregated data is particularly important for this indicator. Lack of single-sex toilets in schools may deter parents from sending girls to school. It may also deter girls themselves from attending school or even cause them to drop-out.

**Table 36. Pupil Toilet Ratio by gender, 2016-2019**

Province	SchoolType	2016		2017		2018		2019	
		Pupil Toilet Ratio		Pupil Toilet Ratio		Pupil Toilet Ratio		Pupil Toilet Ratio	
		Female	Male	Female	Male	Female	Male	Female	Male
<b>Central</b>	Kindergarten	62.0	71.6	70.5	86.9	86.3	92.3	92.0	85.1
	Primary School	73.8	90.7	83.0	104.8	92.1	113.1	87.8	105.7
	Community High School	109.6	105.9	97.0	95.9	102.0	105.5	102.0	110.7
	Provincial Secondary School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Central Total</b>	<b>85.7</b>	<b>96.1</b>	<b>89.1</b>	<b>100.3</b>	<b>97.9</b>	<b>109.7</b>	<b>96.6</b>	<b>108.3</b>	
<b>Choiseul</b>	Kindergarten	67.4	53.1	42.1	50.1	45.5	59.9	42.5	57.9
	Primary School	61.7	49.6	61.7	66.2	62.3	69.4	63.1	69.1
	Community High School	98.2	123.6	77.6	71.1	69.4	66.0	70.7	78.0
	Provincial Secondary School	0.0	0.0	0.0	0.0	0.0	0.0	17.1	22.8
<b>Choiseul Total</b>	<b>78.3</b>	<b>71.7</b>	<b>66.4</b>	<b>67.9</b>	<b>65.2</b>	<b>69.3</b>	<b>56.2</b>	<b>66.0</b>	
<b>Guadalcanal</b>	Kindergarten	31.6	29.9	37.9	36.8	42.3	39.5	67.0	62.6
	Primary School	85.1	81.8	89.8	91.3	92.5	90.8	80.8	88.2
	Community High School	97.4	98.4	98.3	101.5	94.6	99.0	101.4	109.3
	Provincial Secondary School	16.9	41.7	16.6	10.1	11.9	7.9	12.8	10.2
National Secondary School	61.4	40.1	40.2	21.2	39.8	20.8	35.7	19.0	
<b>Guadalcanal Total</b>	<b>66.5</b>	<b>66.9</b>	<b>67.3</b>	<b>59.5</b>	<b>68.2</b>	<b>59.4</b>	<b>72.2</b>	<b>67.6</b>	
<b>Honiara</b>	Kindergarten	31.6	35.7	36.3	42.8	40.9	46.4	36.9	48.4
	Primary School	81.4	88.7	97.9	96.1	103.0	108.6	76.5	83.6
	Community High School	90.6	114.0	74.4	93.2	72.3	90.1	78.3	96.9
	Provincial Secondary School	120.2	195.8	106.8	178.0	107.0	164.5	89.8	148.5
National Secondary School	31.0	34.4	38.6	36.6	45.4	59.4	49.6	59.4	
<b>Honiara Total</b>	<b>70.0</b>	<b>84.3</b>	<b>66.3</b>	<b>79.2</b>	<b>67.9</b>	<b>81.8</b>	<b>66.9</b>	<b>82.4</b>	
<b>Isabel</b>	Kindergarten	44.5	42.8	65.0	53.0	58.1	51.7	47.2	42.2
	Primary School	82.1	58.1	68.8	65.4	68.6	67.0	64.5	63.2
	Community High School	58.7	60.1	74.0	79.9	74.9	82.0	100.5	131.3
	Provincial Secondary School	18.5	23.6	24.4	25.8	27.2	30.1	30.3	31.8
<b>Isabel Total</b>	<b>53.3</b>	<b>49.6</b>	<b>61.6</b>	<b>59.6</b>	<b>61.0</b>	<b>61.3</b>	<b>63.0</b>	<b>65.6</b>	
<b>Makira and Ulawa</b>	Kindergarten	27.6	24.0	39.0	33.8	38.4	31.9	33.4	30.8
	Primary School	83.1	81.8	85.8	83.3	88.8	87.9	95.0	94.4
	Community High School	126.5	141.0	134.6	157.1	141.2	160.4	123.1	149.8
	Provincial Secondary School	27.0	59.8	142.0	205.0	117.0	190.0	15.0	0.0
National Secondary School	113.0	111.4	36.6	28.3	38.9	28.3	140.8	151.3	
<b>Makira and Ulawa Total</b>	<b>67.6</b>	<b>65.7</b>	<b>74.0</b>	<b>69.4</b>	<b>76.2</b>	<b>71.2</b>	<b>76.1</b>	<b>84.4</b>	
<b>Malaita</b>	Kindergarten	31.7	28.6	34.1	29.9	36.8	32.9	34.7	31.8
	Primary School	65.1	80.8	68.4	70.2	69.7	69.3	63.8	69.0
	Community High School	93.5	96.5	100.8	97.1	96.0	94.1	106.4	105.9
	Provincial Secondary School	38.9	55.0	23.8	42.7	21.6	39.2	22.9	30.0
National Secondary School	18.3	17.2	12.2	18.3	12.4	18.1	12.1	10.9	
<b>Malaita Total</b>	<b>65.0</b>	<b>68.5</b>	<b>66.9</b>	<b>66.7</b>	<b>66.4</b>	<b>66.4</b>	<b>67.4</b>	<b>67.1</b>	
<b>Rennell and Bellona</b>	Kindergarten	81.0	42.5	0.0	70.0	0.0	63.0	0.0	51.0
	Primary School	50.6	53.6	33.4	35.1	37.6	36.6	84.0	83.3
	Community High School	68.5	64.5	68.5	75.5	86.5	85.0	67.0	122.0
	Provincial Secondary School	0.0	0.0	81.0	72.0	48.0	73.0	72.0	103.0
<b>Rennell and Bellona Total</b>	<b>65.9</b>	<b>61.1</b>	<b>51.9</b>	<b>49.0</b>	<b>54.9</b>	<b>51.1</b>	<b>88.5</b>	<b>87.7</b>	
<b>Temotu</b>	Kindergarten	37.3	37.9	35.1	32.3	36.7	35.4	33.6	38.5
	Primary School	73.6	77.4	93.3	102.4	99.3	106.1	211.9	219.0
	Community High School	119.4	122.9	116.8	125.6	112.9	118.7	116.3	156.9
	Provincial Secondary School	14.6	21.5	16.5	22.7	11.3	18.0	11.3	18.0
<b>Temotu Total</b>	<b>65.5</b>	<b>69.1</b>	<b>69.3</b>	<b>72.8</b>	<b>70.0</b>	<b>72.5</b>	<b>79.4</b>	<b>89.2</b>	
<b>Western</b>	Kindergarten	33.0	33.4	34.1	37.7	36.3	39.2	34.0	38.3
	Primary School	58.3	62.9	54.6	62.8	55.4	63.5	58.3	66.4
	Community High School	59.8	71.9	56.0	61.0	57.9	61.6	74.9	85.7
	Provincial Secondary School	86.0	28.9	83.0	27.6	97.0	28.9	97.3	30.7
National Secondary School	170.5	78.6	49.7	35.7	49.1	32.3	49.5	34.5	
<b>Western Total</b>	<b>56.9</b>	<b>58.8</b>	<b>52.2</b>	<b>54.6</b>	<b>53.8</b>	<b>55.1</b>	<b>60.0</b>	<b>62.8</b>	

Source: SIEMIS

It is evident from the data that the female and male pupil toilet ratio for Primary, Community High Schools and Provincial Secondary Schools are higher than the national minimum infrastructure standards of 1:60 (male) and 1:40 (females) for most of the provinces respectively. The trend remains from previous years 2016 to 2019. This indicates significant issues with WaSH standards predominantly for Community High Schools and Provincial Secondary Schools.

## 5. QUALITY OF EDUCATION

Improving the quality of education is an end outcome for MEHRD during this NEAP. Developing and implementing a new curriculum, reshaping the approach to student assessment and realigning teaching strategies to focus on the child forms the basis for achieving improvements. These are to be supported with a range of professional development activities for teachers and school leaders along with the implementation of teacher, principal and school Standards.

It is expected that during the 2016 to 2020 period, more teachers will be using the new curriculum and contemporary literacy and numeracy strategies. The child will become the centre of the teaching and learning experience and teachers will utilise class-based assessment to develop improvement strategies. It is understood these changes will take time and are interdependent however combined will contribute towards students having a relevant and quality education.

### 5.1 End Outcome. Improved Quality

**Girls and boys receive quality education with relevant and effective outcomes.**

#### *EO Indicator 5.1.1. Percentage of students achieving at or above the expected level (SISTA)*

The Solomon Islands Standardized Test for Achievement (SISTA) is administered every second year with analysis and findings published the following year.

#### *SISTA Overall Results*

Specific descriptions of skills and understanding associated with each of the levels of proficiency were developed. Level 3 is regarded as the minimum standard (or proficient standard), whereby students performing at or above this level have typically demonstrated the basic elements of numeracy expected for the year level.

FIGURE 18. SOLOMON ISLANDS STANDARDIZED TEST FOR ACHIEVEMENT RESULTS 2017

**Results at a glance** 

Year 4	Critical level	Below expected level	At expected level	At or above expected standard
English literacy	6.2	32.0	37.3	68.0
Reading	10.6	33.4	30.9	66.6
Language	6.1	31.3	38.9	68.7
Writing	51.8	72.9	13.9	27.1
Numeracy	6.9	29.5	40.9	70.5

Year 6	Critical level	Below expected level	At expected level	At or above expected standard
English literacy	7.7	31.1	36.3	68.9
Reading	8.9	31.5	35.0	68.5
Language	7.9	30.9	37.3	69.1
Writing	18.1	58.7	32.6	41.3
Numeracy	7.0	29.2	39.9	70.8

Source: SISTA Report 2017

### Numeracy

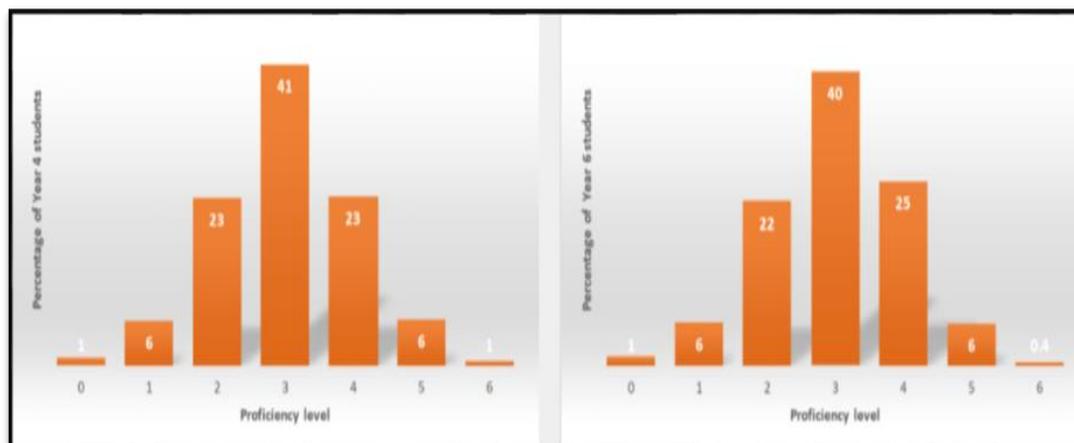
TABLE 37. OVERALL RESULTS FOR YEAR 4 AND 6 BELOW

Proficiency Level	Year 4	Year 6
6 (above)	0.6 (0.23)	0.4 (0.16)
5 (above)	6.2 (0.91)	5.6 (0.92)
4 (mastery)	22.9 (1.45)	25.0 (1.51)
3 (expected)	40.8 (1.49)	39.9 (1.61)
2 (emerging)	22.7 (1.30)	22.2 (1.45)
1 (critical)	6.0 (0.91)	5.8 (0.69)
0 (critical)	0.9 (0.27)	1.2 (0.30)

*Numbers in brackets are standard errors.*

Source: SISTA Report 2017

**FIGURE 19.** SOLOMON ISLANDS STANDARDIZED TEST FOR ACHIEVEMENT OVERALL PERFORMANCE FOR NUMERACY, 2017



Source: SISTA Report 2017

Overall, students at both year levels performed well with a level of proficiency. They are typically learning and understanding the skills associated with that level. In both year levels, 71 per cent of the students are at the expected proficient level or above (proficient standard or benchmark). Thirty per cent of Year 4 students and 29 per cent of Year 6 students are below the expected proficient level. In both year levels, seven per cent of the students are at a critical proficiency level.

Students in Honiara generally performed better than other provinces except Isabel. Numeracy performance in Makira-Ulawa, Choiseul, Rennell-Bellona provinces was lower than that of students in Honiara, Isabel, Malaita and Western provinces. Community High School students performed better than Primary School students at both Year 4 and 6. Students attending urban schools were performing significantly better than those attending rural schools in both year levels. There was no difference in numeracy performance between girls and boys in both year levels.

### Literacy

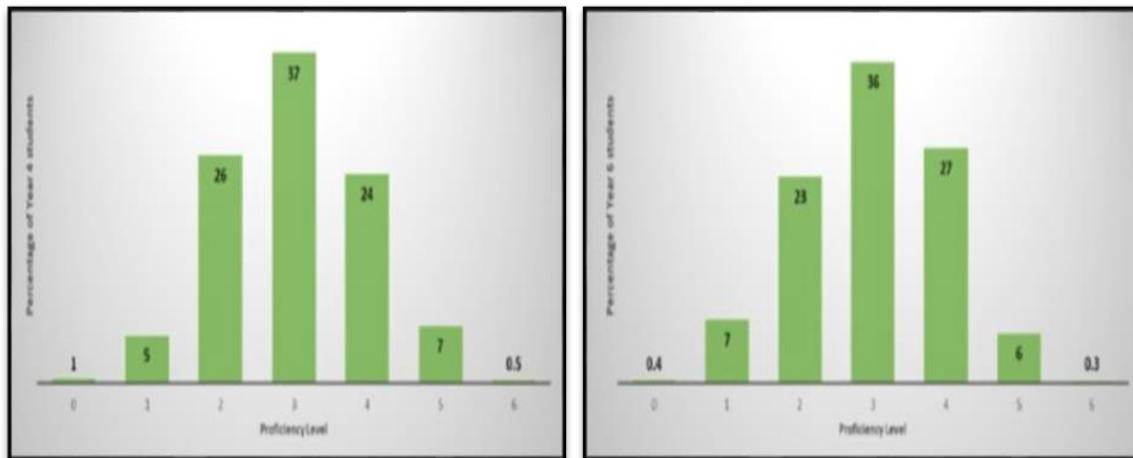
**TABLE 38.** OVERALL RESULTS FOR YEAR 4 AND YEAR 6 BELOW

Proficiency Level	Year 4	Year 6
6 (above)	0.5 (0.36)	0.3 (0.18)
5 (above)	6.6 (0.93)	5.7 (1.09)
4 (mastery)	23.6 (1.57)	26.6 (1.75)
3 (expected)	37.3 (1.48)	36.3 (1.48)
2 (emerging)	25.8 (1.28)	23.4 (1.55)
1 (critical)	5.5 (0.56)	7.3 (0.81)
0 (critical)	0.7 (0.25)	0.4 (0.17)

Numbers in brackets are standard errors

Source: SISTA Report 2017

**FIGURE 20.** SOLOMON ISLANDS STANDARDIZED TEST FOR ACHIEVEMENT RESULTS FOR LITERACY, 2017



Source: SISTA Report 2017

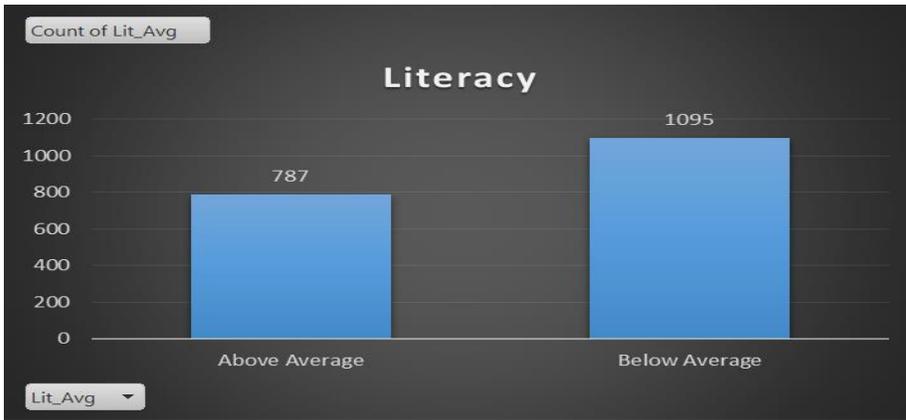
In year 4, 6.2% of the students were in the critical level making a total of 32% below expected level while 68% was at and above expected level. Reading was 10.6% at critical level with 33.4% below expected level while 66.6% was at and above expected level. Language was 6.1% at critical level with 31.3% below expected standard and 68.7% at or above expected level. Writing was 51.8% at critical level with 72.9% below expected level and 27.1% at and above expected level. Overall literacy was 18.7% at critical level with 42.4% below expected level and 57.4% at and above expected level. 53% per cent of Year 4 students and 19 per cent of Year 6 students are at critical level.

Students from Community High Schools performed significantly better than students from Primary Schools at both levels. Non-government school students performed better than students attending government schools. At both year levels, students attending schools in urban areas were performing significantly better than those attending rural schools. Girls performed significantly better than boys at both levels and across all strands.

***EO Indicator 5.1.2. Percentage of students achieving at or above the expected level (PILNA)***

The Pacific Islands Literacy and Numeracy Achievements testing was undertaken in October 2018. Results, analysis and findings are finalised in July of this year and are reported in this year's PAR.

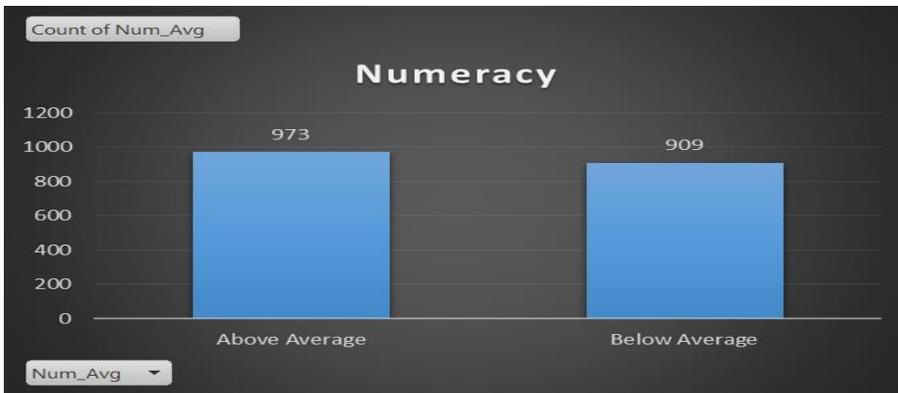
**FIGURE 21. YEAR 4 LITERACY (PILNA)**



Source: SI cognitive domain

787 students of the 1,882 who sat the test scored above average (about 42%) while 1,095 students scored below average (about 58%). More than half of the students scored below average meaning that there needs to be more emphasis on literacy so as to improve students’ literacy skills.

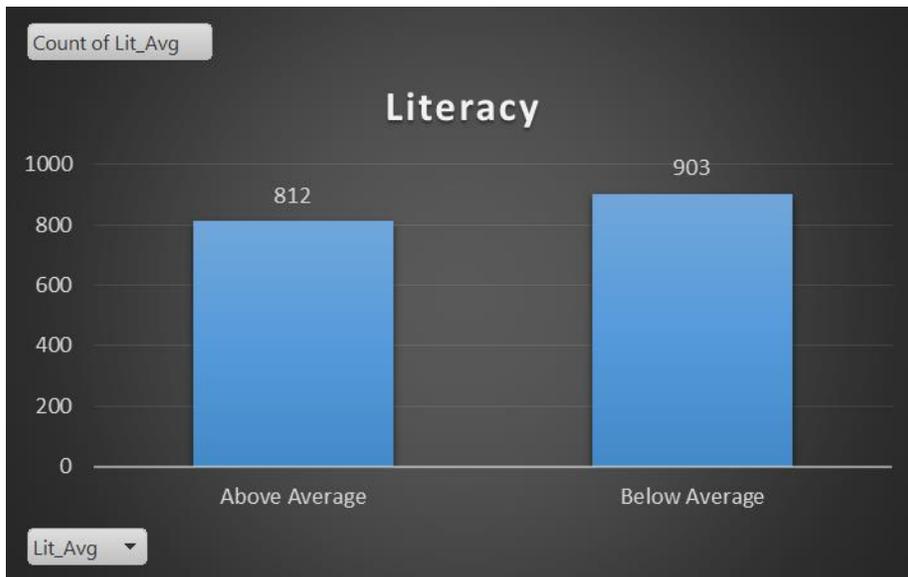
**FIGURE 22. YEAR 4 NUMERACY (PILNA)**



Source: SI cognitive domain

973 year 4 students of the 1,882 students who sat the test scored above average (about 52%) while 909 students scored below average (about 48%). Less than half of the year 4 students scored below average but still there needs to be some emphasis on improving students’ numeracy skills.

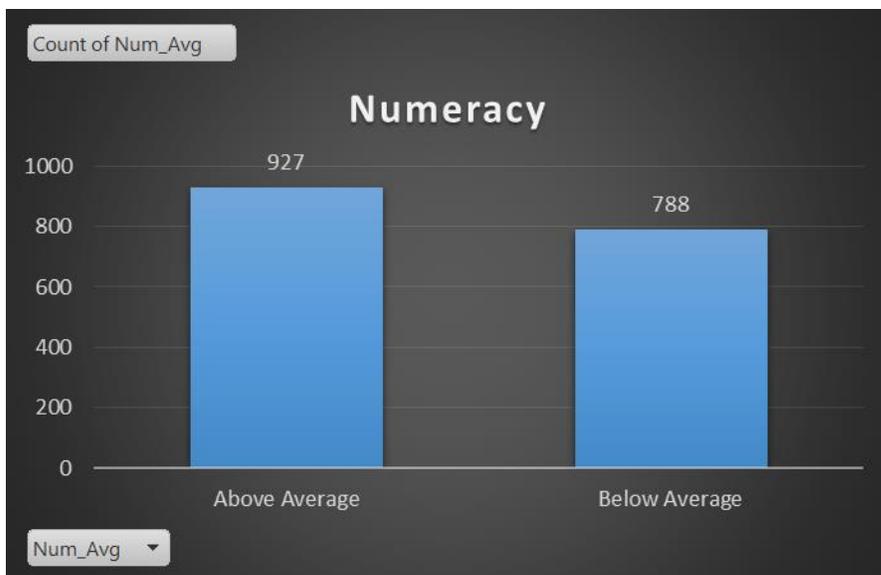
**FIGURE 23. YEAR 6 LITERACY (PILNA)**



Source: SI cognitive domain

812 year 6 students of the 1,715 students who sat the test scored above average (about 47%) while 903 year 6 students scored below average. More than half of the year 6 students scored below average meaning that there needs to be more emphasis on trying to improve students' literacy skills.

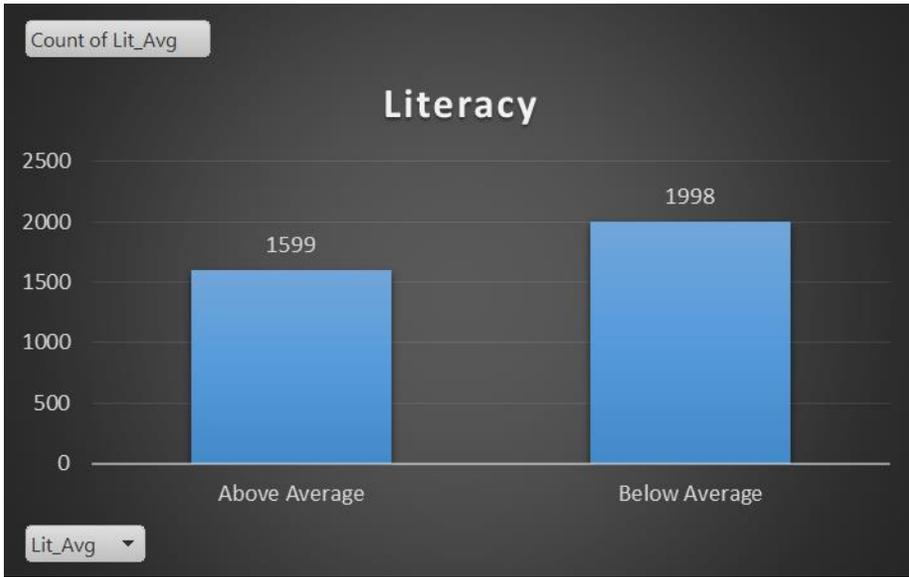
**FIGURE 24. YEAR 6 NUMERACY (PILNA)**



Source: SI cognitive domain

927 year 6 students of the 1,715 students who sat the test scored above average (about 54%) while 788 year 6 students scored below average (46%). Although less than half of the year 6 students scored below average but there still needs to be some emphasis on improving year students numeracy skills.

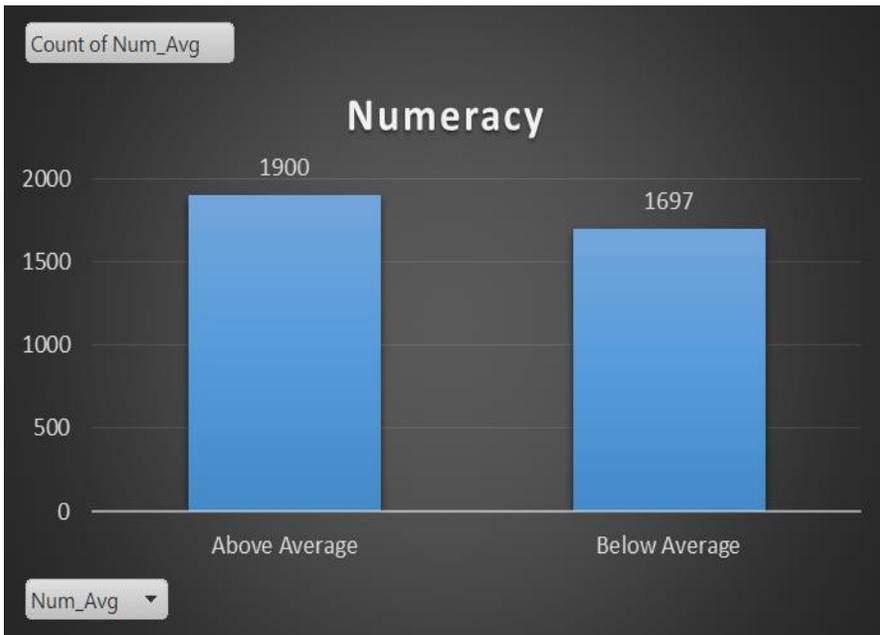
**FIGURE 25. OVERALL LITERACY (COMBINED YEAR 4 & YEAR 6) PILNA**



Source: SI cognitive domain

1,599 years 4 and 6 students of the 3,597 students who sat the test scored above average (about 44%) while 1,998 years 4 and 6 students scored below average (56%). Overall, more than half of the years 4 and 6 students scored below average in literacy meaning that there needs to be more emphasis on trying to improve students' literacy skills.

**FIGURE 26. OVERALL NUMERACY (COMBINED YEAR 4 & YEAR 6) PILNA**



Source: SI cognitive domain

1,900 year 4 and 6 students of the 3,597 students who sat the test scored above average (about 53%) while 1697 years 4 and 6 students scored below average (47%). Overall, less than half of the years 4 and 6 students scored below average in numeracy but there still needs to be some emphasis on trying to improve students' numeracy skills.

**EO Indicator 5.1.3. Early grade reading assessment (EGRA) results**

Early Grade Reading Assessment (EGRA) is an instrument used to measure foundational reading skills in years 1-3 in the primary education level. The results show progress of students towards achieving reading fluency and comprehension which is essential for early years of learning. The findings should assist policy makers to design effective early grade reading intervention strategies to improve literacy outcome. This assessment was only conducted in 6 provinces.

An EGRA survey was carried out on a sample of 1160 Y1-3 pupils. The assessment included individual pupil reading assessment (timed), teacher and Head Teacher interview, pupils' survey and classroom observation. EGRA results show that positive progression is word reading skills from Year 1 to 3, good letter name knowledge and letter sound fluency. However, decoding is still a challenge which relate to low reading fluency and comprehension. Girls have better reading fluency and comprehension than boys and across provinces, differences are significant. Results also show that parental support to reading at home is the most influential factor to improving reading fluency and comprehension.

**Year 9 External Examination Results**

FIGURE 27. NUMBER OF GRADE DISTRIBUTION IN YEAR 9, 2019

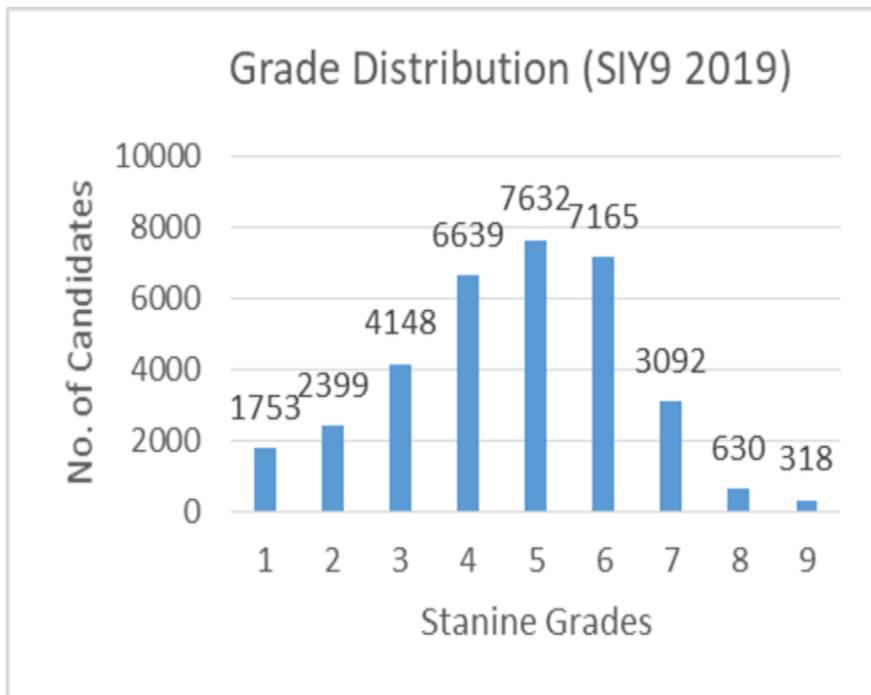
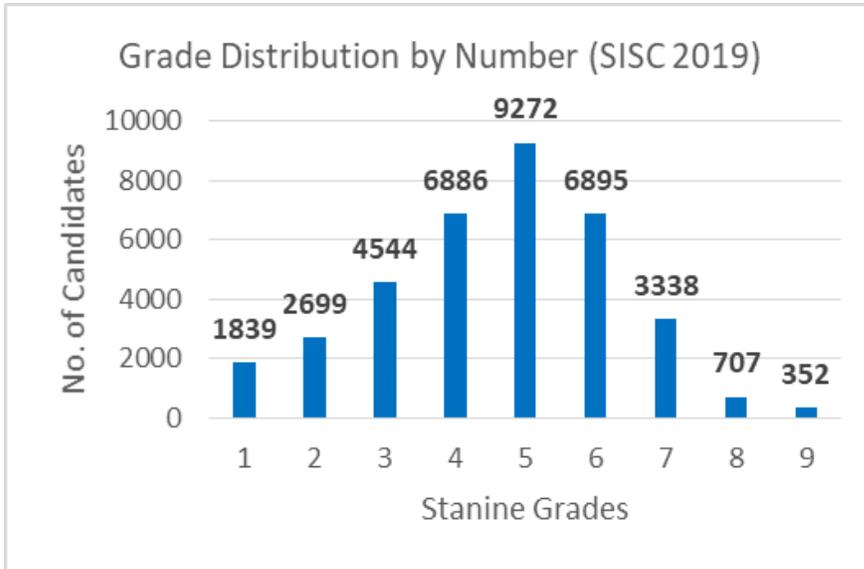


FIGURE 28. NUMBER OF GRADE DISTRIBUTION IN YEAR 11, 2019

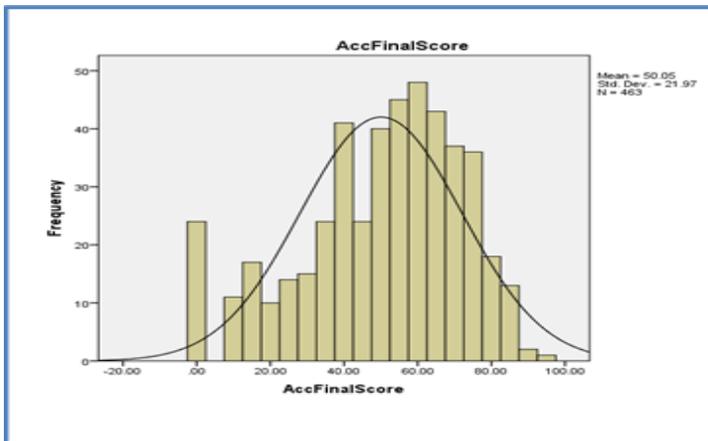


This year it shows more candidates obtaining better grades (G1-4) than poorer grades (G7-9) for both national exams. This indicates improvements are happening in school programs across the country or it also indicates the increasing challenge to manage national examination administrations at school levels.

### Year 12 External Examination Results

FIGURE 29. TOTAL SCORE DISTRIBUTION BY SUBJECT FOR YEAR 12, 2019

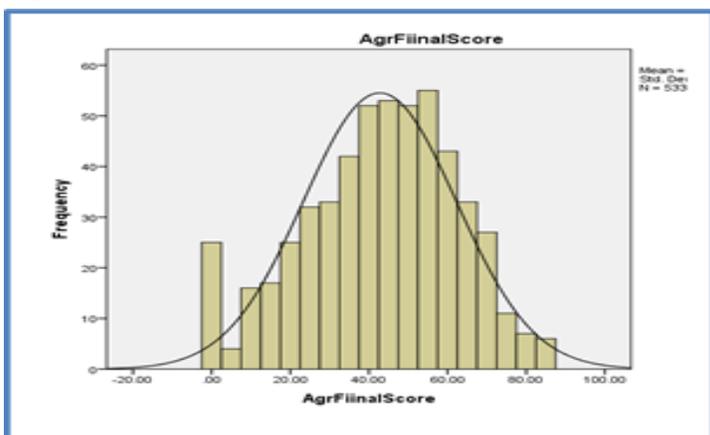
#### Accounting



Final Score – Total Weighting = 100%

- Males performed slightly better than females but not significantly different.
- Females performed slightly below average (50%).

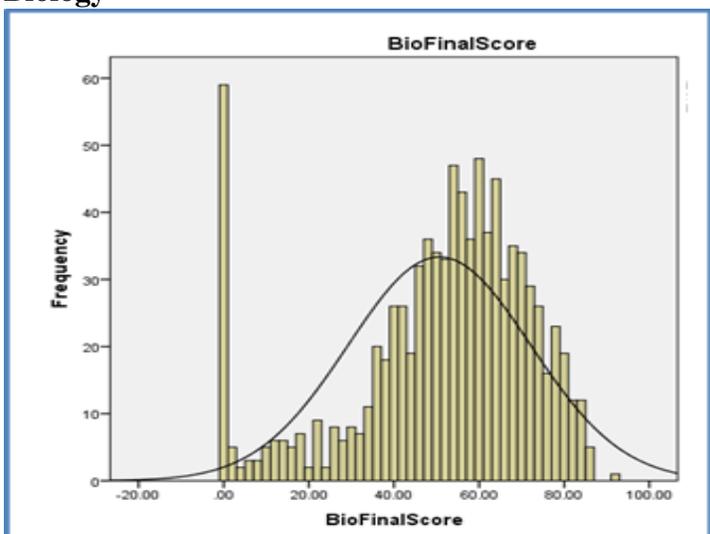
## Agriculture



Final Score – Total Weighting = 100%

- Females performed slightly higher than males but no significant difference.
- Both genders performed below the average (50%).

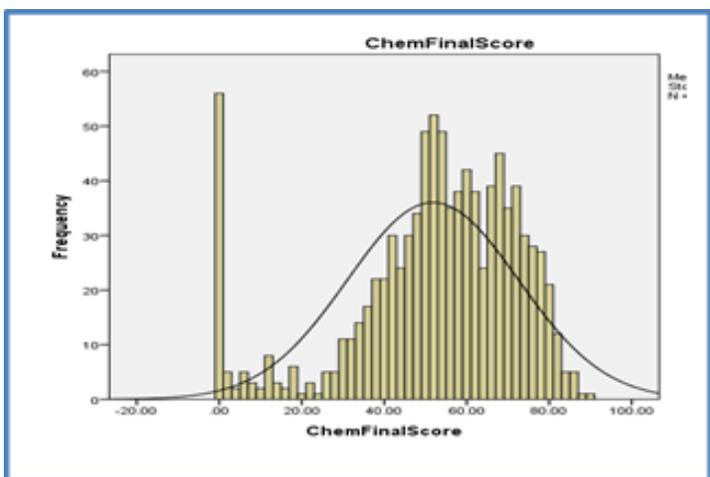
## Biology



Final Score – Total Weighting = 100%

- Females performed slightly higher than males but not significantly different.
- Males performed slightly lower than average (50%).

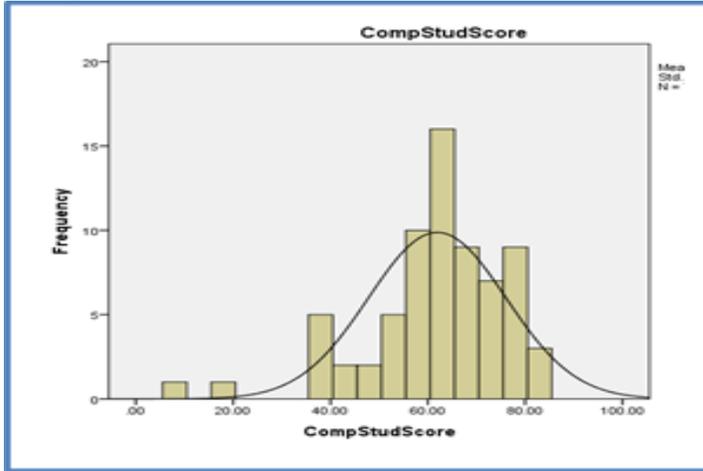
## Chemistry



Final Score – Total Weighting = 100%

- Generally, both genders performed slightly higher than the average (50%). However, females performed slightly better than males but not significant different.

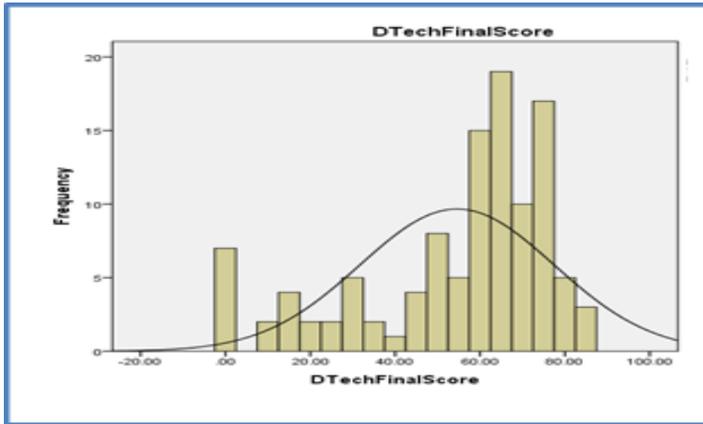
### Computer Studies



Final Score – Total Weighting = 100%

- Males performed better than females but not significantly different.
- Both genders performed higher than average (50%).

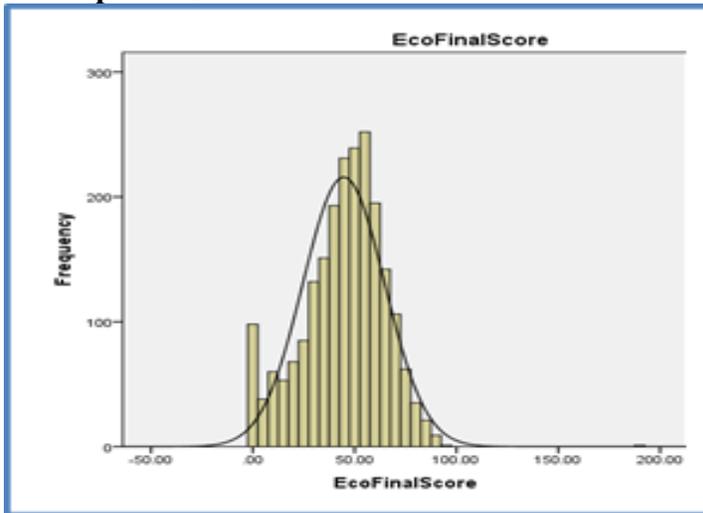
### Design Technology



Final Score – Total Weighting = 100%

- Males performed slightly better than females but not significantly different.
- Both genders performed higher than average (50%).

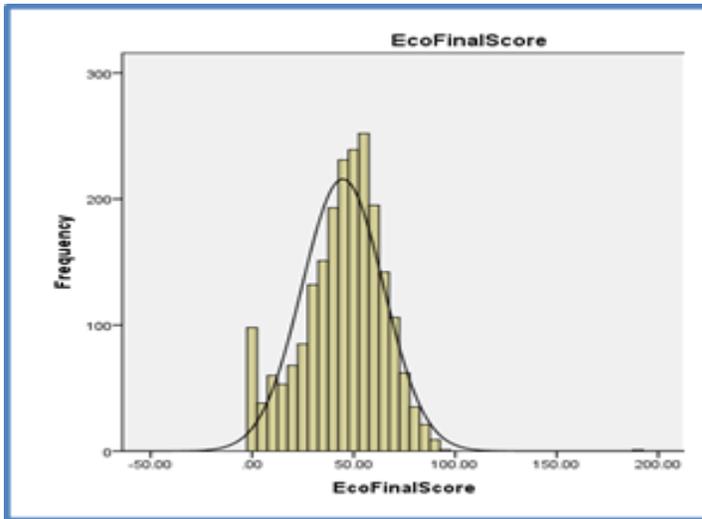
### Development Studies



Final Score – Total Weighting = 100%

- Females performed slightly better than males but not significant.
- Both genders performed lower than average (50%).

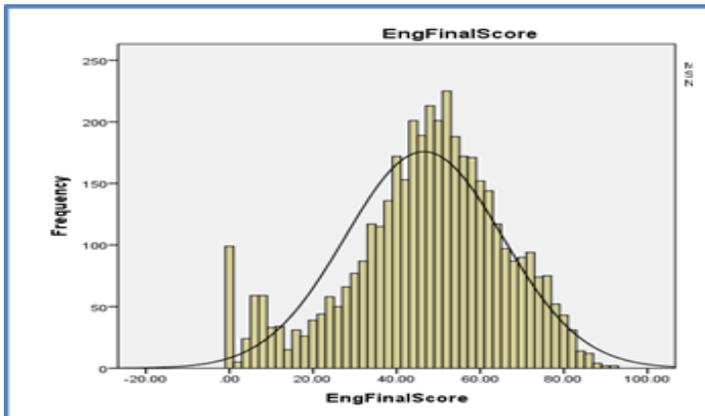
### Economics



Final Score – Total Weighting = 100%

- Both genders' performance lower than average (50%).
- No significant difference in performance by gender.

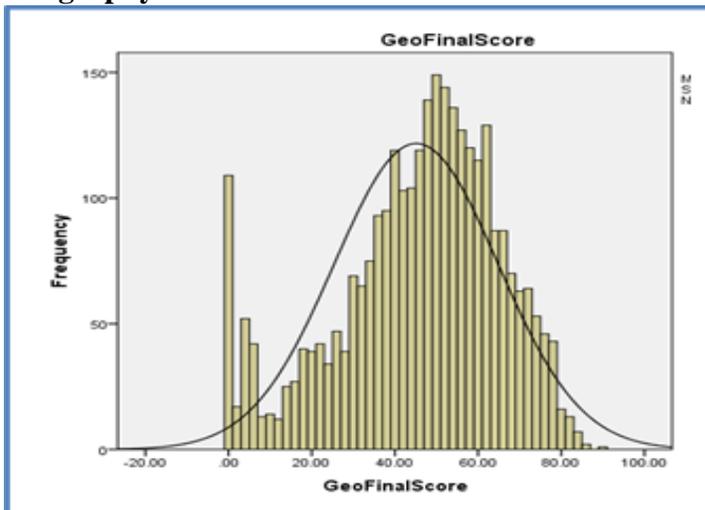
### English



Final Score – Total Weighting = 100%

- Both genders' performance lowers than average (50%).
- Females performed better than males and are significantly different.

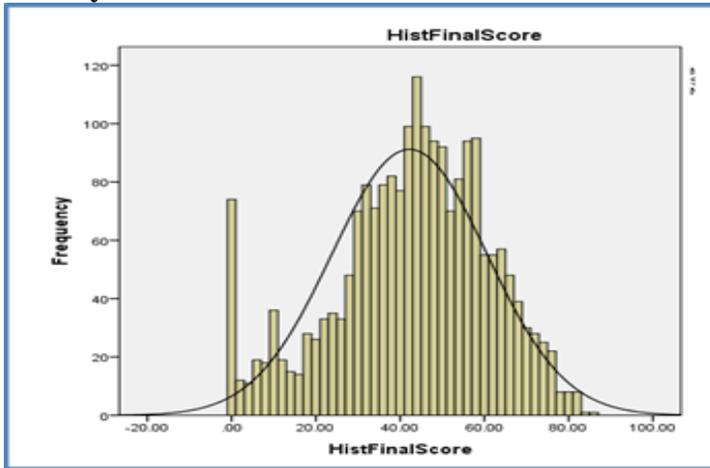
### Geography



Final Score – Total Weighting = 100%

- Both genders' performance lowers than average (50%).
- No significant difference in performance.

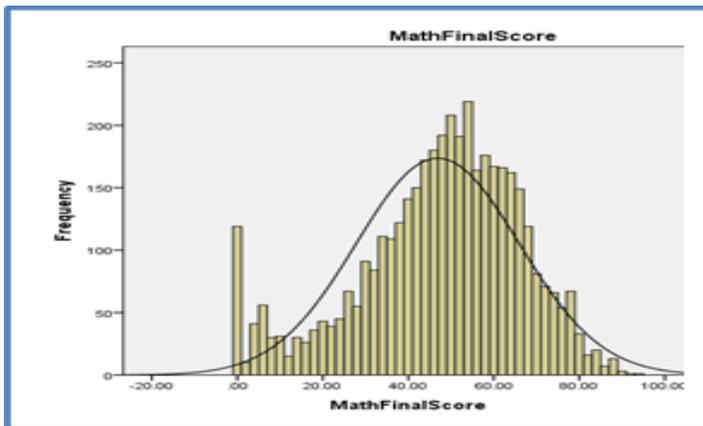
### History



Final Score – Total Weighting = 100%

- Both genders’ performance lowers than average (50%).
- Females performed slightly better than males but not significantly different.

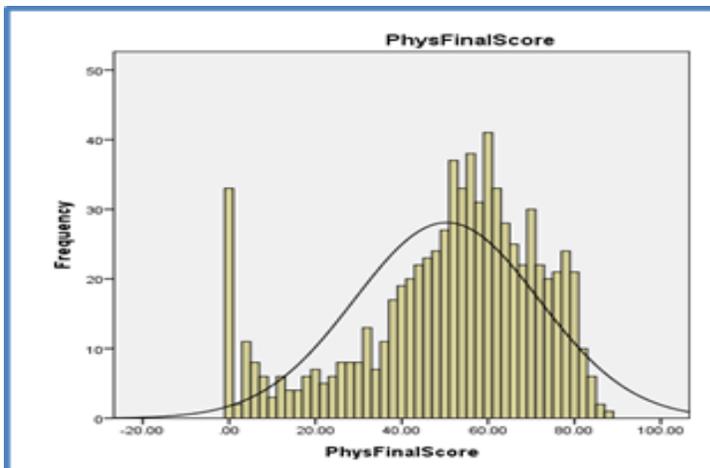
### Mathematics



Final Score – Total Weighting = 100%

- Both genders’ performance lowers than average (50%).
- Males performed slightly better than females but not significantly different.

### Physics



Final Score – Total Weighting = 100%

- Average performance by both genders.
- No significant difference in performance

**EO Indicator 5.1.4. Percentage of certified (trained) teachers by sector**

Percentage of teachers covering all sectors who are certified to teach in their respective level. Teachers certified are those who have both a qualification in their teaching subjects and a qualification in teaching or have a generalist teaching qualification.

**TABLE 39. PERCENTAGE OF CERTIFIED (TRAINED TEACHERS) BY SECTOR 2018-2019**

Teaching Sector	2018									2019								
	CERTIFIED TEACHERS						TOTAL TEACHERS			CERTIFIED TEACHERS						TOTAL TEACHERS		
	F	%	M	%	Total	%	F	M	Total	F	%	M	%	Total	%	F	M	Total
ECE	0	0.0%	0	0.0%	0	0.0%	1248	159	1407	0	0	0	0	0	0.0%	1144	132	1276
Primary	1828	71.3%	1988	77.1%	3816	74.2%	2564	2579	5143	2159	80.2%	2020	82.4%	4179	81.2%	2692	2452	5144
Secondary	653	88.7%	1251	88.0%	1904	88.3%	736	1421	2157	728	96.4%	1366	93.0%	2094	94.2%	755	1469	2224
<b>TOTAL</b>	<b>2481</b>	<b>54.6%</b>	<b>3239</b>	<b>77.9%</b>	<b>5720</b>	<b>65.7%</b>	<b>4548</b>	<b>4159</b>	<b>8707</b>	<b>2887</b>	<b>62.9%</b>	<b>3386</b>	<b>83.5%</b>	<b>6273</b>	<b>72.6%</b>	<b>4591</b>	<b>4053</b>	<b>8644</b>

Source: SIEMIS

The overall percentage of certified teachers for all sectors slightly increased from previous year by 6.9%. Primary teachers teaching in primary sector also increased by 7% while females significantly increased by 8.9% than males 5.3%. A 5.9% increased of certified teachers occurred in secondary sector whilst females has 7.7% increased and males 5%. ECCE is excluded from this above table as no data was collected for kindergarten certified teachers.

**EO Indicator 5.1.5. Percentage of qualified teachers by sector**

The percentage of teachers by level of education taught (primary, junior secondary, senior secondary) who have at least the minimum qualification required for teaching their subjects at the relevant level. Qualified teachers are those who have a subject specific qualification from a recognized institution but not a teaching qualification. Typically, this includes people with a degree and appointed to teach in the area of their degree e.g. Bachelor of Science appointment to teach science in a secondary school.

Teachers play a key role in ensuring the quality of education provided. Ideally all teachers should receive adequate, appropriate and relevant pedagogical training to teach at the chosen level of education and be academically qualified in the subjects they are expected to teach. A high level indicates that students are being taught by teachers who are academically qualified in the subject they teach.

**TABLE 40. PERCENTAGE OF QUALIFIED TEACHERS BY SECTOR 2016 - 2019**

Teaching Sector	2018									2019								
	QUALIFIED TEACHERS						TOTAL TEACHERS			QUALIFIED TEACHERS						TOTAL TEACHERS		
	F	%	M	%	Total	%	F	M	Total	F	%	M	%	Total	%	F	M	Total
ECE	0	0.0%	0	0.0%	0	0.0%	1248	159	1407	0	0.0%	0	0.0%	0	0.0%	1144	130	1276
Primary	1922	75.0%	2076	80.5%	3998	77.7%	2564	2579	5143	2221	82.5%	2072	84.5%	4293	83.5%	2692	2452	5144
Secondary	681	92.5%	1334	93.9%	2015	93.4%	736	1421	2157	747	96.4%	1409	95.9%	2156	96.1%	775	1469	2244
<b>TOTAL</b>	<b>2603</b>	<b>57.2%</b>	<b>3410</b>	<b>82.0%</b>	<b>6013</b>	<b>69.1%</b>	<b>4548</b>	<b>4159</b>	<b>8707</b>	<b>2968</b>	<b>64.6%</b>	<b>3481</b>	<b>85.9%</b>	<b>6449</b>	<b>74.6%</b>	<b>4591</b>	<b>4053</b>	<b>8644</b>

Source: SIEMIS

There was an increase of 5.8% qualified teachers in primary sector from 2018 to 2019 and in secondary sector 2.7% increase from previous year. But total number of teachers 2019 slightly drop due to discrepancy of data collection in the school survey forms. No data for kindergarten qualified teachers were collected.

**EO Indicator 5.1.6. Teacher: pupil ratio by level**

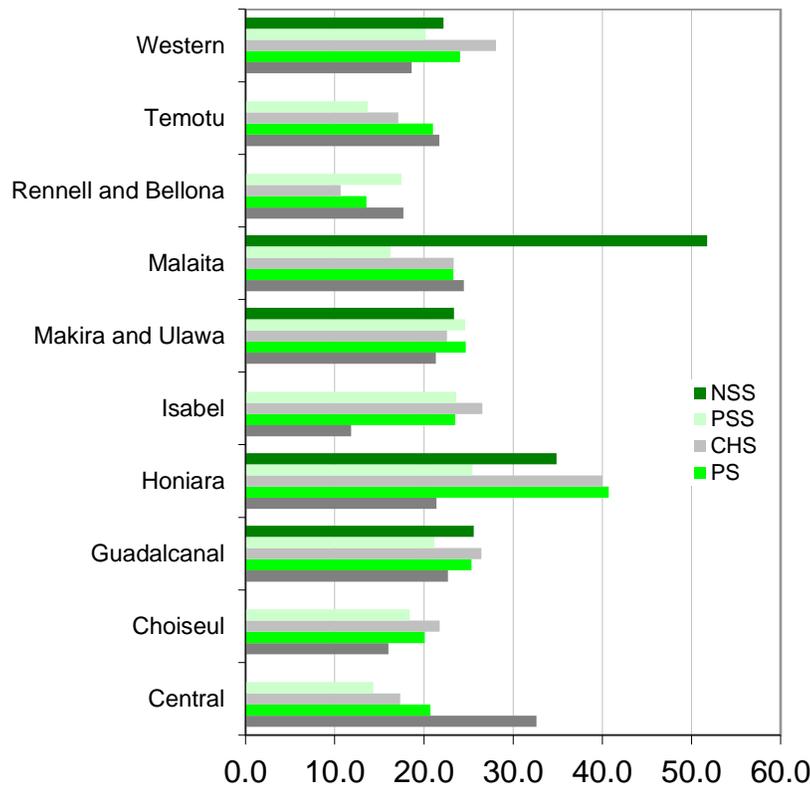
This is the number of students that can be practically managed by a teacher, usually expressed as a ratio matching number of teachers to students. Used to measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher for each level or type of education.

**TABLE 41. PUPIL TEACHER RATIO, 2017-2019**

Survey Year	Province	ECE PTR	PS PTR	CHS PTR	PSS PTR	NSS PTR
<b>2017</b>	Central	20.10	22.62	18.43	10.05	
	Choiseul	19.16	22.28	22.42	22.53	
	Guadalcanal	25.61	26.70	26.94	19.72	23.22
	Honiara	19.31	47.65	43.09	32.79	60.20
	Isabel	14.53	25.39	28.23	17.46	
	Makira and Ulawa	20.83	25.65	22.59	17.35	24.80
	Malaita	24.19	25.48	26.54	23.89	22.55
	Rennell and Bellona	19.57	12.63	12.00	12.75	
	Temotu	24.39	19.45	18.29	19.00	
	Western	19.39	22.08	20.22	22.29	29.67
<b>2017 Total</b>		<b>21.33</b>	<b>25.11</b>	<b>26.11</b>	<b>21.02</b>	<b>26.81</b>
<b>2018</b>	Central	21.90	21.74	19.59	12.39	
	Choiseul	19.51	21.72	22.94	21.15	
	Guadalcanal	26.67	27.15	30.47	23.38	46.41
	Honiara	19.83	42.14	39.07	85.21	23.94
	Isabel	12.66	24.11	27.90	30.57	
	Makira and Ulawa	20.44	25.65	22.22	30.70	26.04
	Malaita	24.95	24.49	24.42	36.97	56.63
	Rennell and Bellona	18.29	14.03	13.19	11.00	
	Temotu	22.95	20.61	17.15	13.71	
	Western	18.18	22.01	21.68	63.67	21.08
<b>2018 Total</b>		<b>21.44</b>	<b>24.75</b>	<b>25.64</b>	<b>30.37</b>	<b>29.35</b>
<b>2019</b>	Central	32.63	20.73	17.49	14.35	
	Choiseul	16.03	20.10	21.76	18.43	
	Guadalcanal	22.71	25.32	26.46	21.16	25.59
	Honiara	21.42	40.73	40.00	25.44	34.88
	Isabel	11.84	23.53	26.73	23.62	
	Makira and Ulawa	21.33	24.70	22.61	24.62	23.36
	Malaita	24.49	23.32	23.36	16.28	51.78
	Rennell and Bellona	17.71	13.57	10.67	17.50	
	Temotu	21.72	21.02	17.14	13.71	
	Western	18.62	24.06	28.07	20.21	22.19
<b>2019 Total</b>		<b>21.23</b>	<b>23.98</b>	<b>25.66</b>	<b>19.69</b>	<b>26.27</b>

Source: SIEMIS

FIGURE 30. PUPIL TEACHER RATIO 2019



Overall, the teacher pupil ratios relatively remain over the years except for a significant 10.7% decrease in provincial secondary schools. This can be attributed to large changes in schools in the provinces of Honiara (59.8% decreased) and Western (43.5% decrease). On average, teacher pupil ratios remain below MEHRD policy of 40 students per teacher except in Malaita Province

NSS with more than required number of 51 students per teacher but that number can still be accommodated. This data does not disaggregate to school level – there may be schools with significantly higher or lower than the average. Generally, it assumes that the low pupil-teacher ratio signifies teachers to pay more attention to individual students, which expecting better performance of the students.

**EO Indicator 5.1.7. Pupil: trained (certified) teacher ratio**

Average number of pupils per trained teacher at a given level of education. A trained teacher is one who has received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level. In Solomon Islands education system trained teacher is equivalent to certified teacher. Pupil-teacher ratios are used to measure teacher workloads and human resource allocations in educational institutions, and to give a general indication of the average amount of time and individual attention a pupil is likely to receive from teachers. Since well-trained teachers play a key role in ensuring the quality of education provided, the pupil-trained teacher ratio is considered an important determinant of learning outcomes and an indicator of the overall quality of an education system.

The higher the pupil- trained teacher ratio, the lower the relative access of pupils to trained teachers. Results can be compared with established national norms on the number of pupils per trained teacher for each level of education. In calculating and interpreting this indicator, one should consider the existence of part-time teaching, school-shifts, multi-grade classes and other practices that may affect the precision and meaningfulness of pupil-teacher ratios.

TABLE 42. PUPIL CERTIFIED TEACHER RATIO, 2016-2019

	2016	2017	2018	2019
<b>PRIMARY EDUCATION (certified teachers)</b>				
Pupil Teacher Certified Ratio (PS)	38.84	36.73	35.10	30.75
Pupil Teacher Certified Ratio (CHS)	42.87	33.39	34.86	31.94
<b>SECONDARY EDUCATION (certified teachers)</b>				
Pupil Teacher Certified Ratio (CHS)	33.97	30.02	26.19	25.03
Pupil Teacher Certified Ratio (PSS)	36.06	24.00	35.27	21.29
Pupil Teacher Certified Ratio (NSS)	28.24	30.30	35.51	29.32

Source: SIEMIS

The pupil: teacher certified ratio had slight decrease in 2019 in all sectors compare to previous years. But however, the significant decrease in PSS from 2018 (35.27) to 2019 (21.29). It therefore denotes an improvement in certified teachers with a smaller number of students per certified teachers than previous years.

#### ***EO Indicator 5.1.8. Pupil: qualified teacher ratio***

The average number of pupils per qualified teacher at each level of education (primary, junior secondary, senior secondary). A qualified teacher is one who has at least the minimum academic qualifications required for teaching their subject at the relevant level. This indicator is used to measure teacher workloads and human resource allocations and to give a general indication of the average amount of time and individual attention a pupil is likely to receive from qualified teachers. Since qualified teachers play an important role in ensuring the quality of education provided, the pupil/qualified teacher ratio is considered an important determinant of learning outcomes and an indicator of the overall quality of an education system.

The ideal pupil/qualified teacher ratios may depend on a wide variety of complex factors, including age and academic needs of the pupils. Pupil/teacher ratios are not equivalent to average class size.

TABLE 43. PUPIL QUALIFIED TEACHER RATIO, 2016-2019

	2016	2017	2018	2019
<b>PRIMARY EDUCATION (qualified teachers)</b>				
Pupil Teacher Certified Ratio (PS)	36.41	34.71	33.09	29.71
Pupil Teacher Certified Ratio (CHS)	40.57	32.04	33.81	31.40
<b>SECONDARY EDUCATION (qualified teachers)</b>				
Pupil Teacher Certified Ratio (CHS)	30.37	27.77	24.99	24.49
Pupil Teacher Certified Ratio (PSS)	33.42	22.37	32.55	20.46
Pupil Teacher Certified Ratio (NSS)	26.77	27.60	32.50	27.30

Source: SIEMIS

The pupil: teacher qualified ratio has similar trend to the pupil: teacher certified results with continued improvement in the primary schools and community high schools (primary and secondary sections). There was a marginal decrease in the ratio for provincial and national secondary schools.

### ***EO Indicator 5.1.9. Percentage of teachers who receive in-service training by type of training***

Percentage of teachers by level of education taught (primary, junior secondary, senior secondary) who, during the last academic year, have received in-service training required for teaching at the relevant level. In-service training programs usually aim to improve the quality of classroom instruction. Besides pre-service qualification and training requirements, teachers should receive from time-to-time relevant in-service training for the level of education they teach to enhance their teaching proficiency. This indicator measures the share of the teaching workforce which received in-service training during the last academic year.

**TABLE 44. TEACHERS UNDERGONE IN-SERVICE TRAINING IN 2019**

Description	2018			2019		
	<b>Training Workshop</b>	<b>83</b>			<b>47</b>	
<b>Officers</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Teachers Trained	470	707	<b>1177</b>	976	314	<b>1290</b>
School Leaders Trained	886	367	<b>1253</b>			<b>258</b>
EA Officers Trained	50	30	<b>80</b>	13	51	<b>64</b>
MEHRD Officers Trained			<b>36</b>	52	60	<b>112</b>
Partner Stakeholders Trained			<b>54</b>			
<b>Total</b>	<b>1406</b>	<b>1104</b>	<b>2600</b>	<b>1041</b>	<b>425</b>	<b>1724</b>

Source: 2019 Annual Report

47 training workshops conducted altogether in 2019 with 1724 individuals trained including teachers, school leaders, Education Authorities officers and partner stakeholders. Females 1041 and Males 425 out of the total. The bulk of the trained were teachers.

**TABLE 45. TEACHERS UNDERGONE PROFESSIONAL DEVELOPMENT TRAINING IN EYL, 2019**

Early Years Literacy Workshop										
Trainings	2018					2019				
	Province	Venue	Teachers		Total	Province	Venue	Teachers		Total
			F	M				F	M	
1	Choiseul	Posarae	18	16	34	Malaita	Auki	33	62	95
2	Isabel	Kesao	13	10	23	Malaita	Auki	24	50	74
3	Isabel	Lepi	15	19	34	Malaita	Auki	25	48	73
4	Guadalcanal	Avuavu	12	22	34	Western	Shortland	27	21	48
5	Guadalcanal	Marau	20	20	40	Western	Munda	41	55	96
6	Guadalcanal	Marasa	14	46	60	Temotu	Lata	20	36	56
7	Guadalcanal	Tangarare	13	14	27	Temotu	Lata	14	42	56
8	Malaita	Sifilo	35	22	57					
9	Malaita	Nafinua	34	42	76					
<b>Total</b>			<b>174</b>	<b>211</b>	<b>385</b>			<b>184</b>	<b>314</b>	<b>498</b>

Source: 2019 Annual Report

There were Seven Early Years Literacy Training workshop conducted in remaining venues in 2019 for these provinces, Malaita, Western and Temotu. A total of 498 altogether were trained, 184 females and 314 males.

TABLE 46. NUMBER OF TEACHERS UNDERGONE PROFESSIONAL TRAINING IN 2019

Professional Trainings						
Descriptions	2018			2019		
	Number of Teachers			Number of Teachers		
	Male	Females	Total	Male	Females	Total
USP Graduate Certificate in School Leadership - Graduated			932			
USP Graduate Certificate in School Leadership - Started	800	351	1151			
Pre-Primary Curriculum Training	69	489	558	58	475	533
Student Assessment Training	74	29	103			
Certificate in Teaching (TIT)	48	31	79	110	135	245
Venacular	64	75	139			
Financial Management (School Leaders)	35	13	48			168
Provincial Literacy Training				168	187	355
Induction Training (NEAD)				148	130	278
<b>Total</b>	<b>1090</b>	<b>988</b>	<b>3010</b>	<b>484</b>	<b>927</b>	<b>1579</b>

Source: MEHRD 2019 Annual Report

Five other various trainings conducted for teachers such as Provincial Literacy training 355, Certificate Primary Teaching 240. Pre-Primary Year 240, School Financial Management 168 and Induction training 178. Altogether were 1281 teachers whereas females 927 and males 484.

#### ***EO Indicators 5.1.10. Teacher attrition rate by education level***

Percentage of teachers at a given level of education leaving the profession in a given school year. Teacher shortage is a significant contributing factor that widens equity gaps in education access and learning. Assessing and monitoring teacher attrition is essential to ensuring a sufficient supply of qualified and well-trained teachers as well as to their effective deployment, support and management. A high value indicates high levels of teacher turnover which can be disruptive for the learning of students. Where teachers teach for 30-40 years, the attrition rate will be well below 5%. Attrition rates above 10% indicate that the average teaching career lasts only 10 years.

The indicator does not provide information about the reasons why teachers leave the professions. Analysis of factors leading to teacher attrition usually requires detailed data collection.

TABLE 47. OVERALL TEACHERS' ATTRITION FOR 2019

Attrition Type	2018			2019		
	Male	Female	Total	Male	Female	Total
Resignation	9	3	12			27
Retirement	45	8	53			47
Transfers	4	0	4			
Disciplined	2	0	2			2
<b>Total</b>	<b>60</b>	<b>11</b>	<b>71</b>			<b>76</b>

Source: Teaching Service Division Report

27 teachers teaching under various Education Authorities had been resigned from teaching in 2019, 5 more than 2018. 47 teachers who had reached the retirement age of 55 years old had retired from teaching and 2 teachers had been received discipline.

***EO Indicator 5.1.11. Teacher absenteeism by province***

This indicator measures the proportion of teachers who are not in school although they were expected to be teaching when visited by a survey team, out of all teachers who were expected to be teaching. There is currently no effective MEHRD system to collect teachers who are absent from school however there are various means by which evidence is collected surrounding this area.

Inspectors have begun gathering data during the school visits and it has shown there are some significant issues in some schools. Anecdotal evidence strongly suggests this is a significant contributing factor to poor performance of some schools.

There was no systematic collection of teacher absenteeism data. MEHRD is yet to implement a reliable and consistent approach to collecting data on teacher absenteeism/attendance.

**5.2 Intermediate Outcome: More teachers using new improved curriculum**

The quality of the teaching and learning experience is paramount to achieve the education improvements expected during this NEAP. The proposed new curriculum will create the framework in which many positive changes will be undertaken. More teachers using the new curriculum is a clear sign that curriculum reform is happening and consequently improved teaching and learning.

It is still too early to accurately measure the number of teachers using the new curriculum. The roll-out of the new curriculum is underway and some initial professional development was undertaken 2018. There was a pre-primary curriculum framework, syllabus, teacher guides and resource books developed. Also, the junior secondary resources for English, social studies and Maths were developed. The primary English and Mathematics syllabus were approved by NCB. A Curriculum and Professional Development plan was developed and approved. The Senior Secondary Curriculum Framework was approved and to be implemented in 2020.

***IO Indicator 5.2.1. Number and percentage of teachers with adequate teaching resources***

Teachers require teaching and learning resources to successfully implement high-quality teaching programs. This indicator tracks the number of teachers who have enough teaching resources to conduct their programs. Initial data is limited to school survey data extracted from SIEMIS. This is insufficient to accurately measure adequacy of teaching resources available to teachers but gives some insight into the current availability of books in schools.

There is a ratio of 2:1 for teachers to textbooks used by Curriculum Development but this is not the case at the school level. PPY, Primary, Junior Secondary and Senior Secondary curriculum are currently being revised, updated and implemented by MEHRD. The curriculum reform commenced in 2017 with anticipated implementation at school level commencing in 2019.

***IO Indicator 5.2.2. Pupil: Textbook ratio***

This data demonstrates the number of textbooks and readers available in Primary, Junior Secondary and National Secondary disaggregated by province. Textbooks are one of the major teaching and learning resources used in schools. Given that many low-income families cannot afford to buy their own textbooks, this is an important indicator related to equal access to quality education.

The data below collected through school survey returns indicates a significant overall drop in the pupil: textbook ratio from 2017 to 2018 (2.4 books per student to 0.8 books) and then an increase to 1.7 in 2019.

**TABLE 48. TEXTBOOKS TO STUDENT RATIO AND READER TO STUDENT RATIO BY EDUCATION LEVEL AND PROVINCE, 2017-2019**

Province	Education Level	2017					2018					2019				
		Enrol	Number of TextBooks	Ratio	Number of Readers	Ratio	Enrol	Number of Text Books	Ratio	Number of Readers	Ratio	Enrol	Number of Text Books	Ratio	Number of Readers	Ratio
Central	Primary	6887	42649	6.2	24638	3.6	7293	21552	3.0	4503	0.6	6586	11576	1.8	14428	2.2
	Junior Secondary	1335	4183	3.1	346	0.3	1473	4533	3.1	295	0.2	1415	3425	2.4	203	0.1
	Senior Secondary	535	850	1.6	86	0.2	571	1457	2.6	82	0.1	579	704	1.2	352	0.6
<b>Central Total</b>		<b>8757</b>	<b>47682</b>	<b>5.4</b>	<b>25070</b>	<b>2.9</b>	<b>9337</b>	<b>27542</b>	<b>2.9</b>	<b>4880</b>	<b>0.5</b>	<b>8580</b>	<b>15705</b>	<b>1.8</b>	<b>14983</b>	<b>1.7</b>
Choiseul	Primary	6816	60478	8.9	37513	5.5	6546	27663	4.2	11481	1.8	6598	19873	3.0	29190	4.4
	Junior Secondary	1598	4430	2.8	533	0.3	1479	4527	3.1	331	0.2	1476	2807	1.9	328	0.2
	Senior Secondary	462	452	1.0	195	0.4	534	1105	2.1	139	0.3	612	126	0.2	64	0.1
<b>Choiseul Total</b>		<b>8876</b>	<b>65360</b>	<b>7.4</b>	<b>38241</b>	<b>4.3</b>	<b>8559</b>	<b>33295</b>	<b>3.9</b>	<b>11951</b>	<b>1.4</b>	<b>8686</b>	<b>22806</b>	<b>2.6</b>	<b>29582</b>	<b>3.4</b>
Guadalcanal	Primary	24127	92531	3.8	54938	2.3	23609	53856	2.3	18509	0.8	23026	37947	1.6	33436	1.5
	Junior Secondary	5686	12415	2.2	828	0.1	5772	14217	2.5	774	0.1	5543	9033	1.6	1347	0.2
	Senior Secondary	2933	1079	0.4	255	0.1	2976	5967	2.0	335	0.1	3030	2936	1.0	725	0.2
<b>Guadalcanal Total</b>		<b>32746</b>	<b>106025</b>	<b>3.2</b>	<b>56021</b>	<b>1.7</b>	<b>32357</b>	<b>74040</b>	<b>2.3</b>	<b>19618</b>	<b>0.6</b>	<b>31599</b>	<b>49916</b>	<b>1.6</b>	<b>35508</b>	<b>1.1</b>
Honiara	Primary	14017	24422	1.7	12358	0.9	14103	28729	2.0	2345	0.2	14938	9893	0.7	3812	0.3
	Junior Secondary	5432	8402	1.5	1361	0.3	5453	9714	1.8	524	0.1	5404	4728	0.9	767	0.1
	Senior Secondary	6201	3742	0.6	819	0.1	6170	6032	1.0	486	0.1	5934	2263	0.4	150	0.0
<b>Honiara Total</b>		<b>25650</b>	<b>36566</b>	<b>1.4</b>	<b>14538</b>	<b>0.6</b>	<b>25726</b>	<b>44475</b>	<b>1.7</b>	<b>3355</b>	<b>0.1</b>	<b>26276</b>	<b>16884</b>	<b>0.6</b>	<b>4729</b>	<b>0.2</b>
Isabel	Primary	6371	44083	6.9	25104	3.9	6382	17067	2.7	6880	1.1	6505	11909	1.8	28909	4.4
	Junior Secondary	1902	3217	1.7	347	0.2	1911	5261	2.8	272	0.1	1987	3101	1.6	559	0.3
	Senior Secondary	842	409	0.5	222	0.3	984	3093	3.1	198	0.2	1050	607	0.6	132	0.1
<b>Isabel Total</b>		<b>9115</b>	<b>47709</b>	<b>5.2</b>	<b>25673</b>	<b>2.8</b>	<b>9277</b>	<b>25421</b>	<b>2.7</b>	<b>7350</b>	<b>0.8</b>	<b>9542</b>	<b>15617</b>	<b>1.6</b>	<b>29600</b>	<b>3.1</b>
MakiraUlawa	Primary	11501	90971	7.9	62967	5.5	11968	40370	3.4	19634	1.6	11447	27856	2.4	41039	3.6
	Junior Secondary	3149	8278	2.6	1241	0.4	3145	8220	2.6	1135	0.4	3061	5267	1.7	861	0.3
	Senior Secondary	1543	4692	3.0	776	0.5	1661	2641	1.6	569	0.3	1581	1191	0.8	470	0.3
<b>Makira and Ulawa Total</b>		<b>16193</b>	<b>103941</b>	<b>6.4</b>	<b>64984</b>	<b>4.0</b>	<b>16774</b>	<b>51231</b>	<b>3.1</b>	<b>21338</b>	<b>1.3</b>	<b>16089</b>	<b>34314</b>	<b>2.1</b>	<b>42370</b>	<b>2.6</b>
Malaita	Primary	42128	173366	4.1	100171	2.4	40511	117402	2.9	47473	1.2	38788	68778	1.8	68283	1.8
	Junior Secondary	8530	18839	2.2	2092	0.2	8536	20126	2.4	1391	0.2	8105	13834	1.7	936	0.1
	Senior Secondary	3618	2409	0.7	488	0.1	3660	7258	2.0	332	0.1	3572	2419	0.7	474	0.1
<b>Malaita Total</b>		<b>54276</b>	<b>194614</b>	<b>3.6</b>	<b>102751</b>	<b>1.9</b>	<b>52707</b>	<b>144786</b>	<b>2.7</b>	<b>49196</b>	<b>0.9</b>	<b>50465</b>	<b>85031</b>	<b>1.7</b>	<b>69693</b>	<b>1.4</b>
Rennell & Bellona	Primary	618	4544	7.4	954	1.5	696	4456	6.4	930	1.3	646	1519	2.4	1080	1.7
	Junior Secondary	198	785	4.0	104	0.5	190	845	4.4	66	0.3	198	493	2.5	114	0.6
	Senior Secondary	105	89	0.8	38	0.4	97	183	1.9	32	0.3	89	236	2.7	12	0.1
<b>Rennell and Bellona Total</b>		<b>921</b>	<b>5418</b>	<b>5.9</b>	<b>1096</b>	<b>1.2</b>	<b>983</b>	<b>5484</b>	<b>5.6</b>	<b>1028</b>	<b>1.0</b>	<b>933</b>	<b>2248</b>	<b>2.4</b>	<b>1206</b>	<b>1.3</b>
Temotu	Primary	5620	57949	10.3	41332	7.4	5581	28708	5.1	15071	2.7	5135	13630	2.7	41706	8.1
	Junior Secondary	1305	3671	2.8	179	0.1	1297	4711	3.6	288	0.2	1126	2847	2.5	291	0.3
	Senior Secondary	593	791	1.3	7	0.0	558	2153	3.9	138	0.2	480	1068	2.2	145	0.3
<b>Temotu Total</b>		<b>7518</b>	<b>62411</b>	<b>8.3</b>	<b>41518</b>	<b>5.5</b>	<b>7436</b>	<b>35572</b>	<b>4.8</b>	<b>15497</b>	<b>2.1</b>	<b>6741</b>	<b>17545</b>	<b>2.6</b>	<b>42142</b>	<b>6.3</b>
Western	Primary	16347	140943	8.6	79554	4.9	16779	50453	3.0	20113	1.2	17055	34986	2.1	40500	2.4
	Junior Secondary	4366	10475	2.4	1266	0.3	4313	12392	2.9	833	0.2	4464	7357	1.6	560	0.1
	Senior Secondary	2305	2153	0.9	674	0.3	2279	7049	3.1	397	0.2	2399	1803	0.8	126	0.1
<b>Western Total</b>		<b>23018</b>	<b>153571</b>	<b>6.7</b>	<b>81494</b>	<b>3.5</b>	<b>23371</b>	<b>69894</b>	<b>3.0</b>	<b>21343</b>	<b>0.9</b>	<b>23918</b>	<b>44146</b>	<b>1.8</b>	<b>41186</b>	<b>1.7</b>
<b>Grand Total</b>		<b>187070</b>	<b>823297</b>	<b>4.4</b>	<b>451386</b>	<b>2.4</b>	<b>186554</b>	<b>511740</b>	<b>2.7</b>	<b>155556</b>	<b>0.8</b>	<b>182829</b>	<b>304212</b>	<b>1.7</b>	<b>310999</b>	<b>1.7</b>

SOURCE: SIEMIS

**TABLE 49. BOOK DISTRIBUTION IN 2018 & 2019**

No.	Province	2018			2019		
		Cartons	No. Of Schools	Comments	Cartons	Num. Schools	Comments
1	Malaita	772	193	ERU-Delivery (Complete)	1083	278	ERU-Delivery (Complete)
2	Isabel	176	44	ERU-Delivery (Complete)	166	53	ERU-Delivery (Complete)
3	Honiara	148	37	ERU-Delivery (Complete)	268	62	ERU-Delivery (Complete)
4	Choiseul	232	58	ERU-Delivery (Complete)	226	70	ERU-Delivery (Complete)
5	Central	192	48	ERU-Delivery (Complete)	210	65	ERU-Delivery (Complete)
6	Guadalcanal	524	131	ERU-Delivery (Complete)	666	160	ERU-Delivery (Complete)
7	Temotu	0	48	ERU-Delivery (Complete)	426	63	ERU-Delivery (Complete)
8	Makira	0	75	ERU-Delivery (Complete)	626	98	ERU-Delivery (Complete)
9	Rennell Bellona	0	11	ERU-Delivery (Complete)	98	15	ERU-Delivery (Complete)
10	Western	0	12	ERU-Delivery (Complete)	612	186	ERU-Delivery (Complete)
	<b>Total</b>	<b>2,044</b>	<b>657</b>	<b>Delivery - Primary Sector</b>	<b>4,381</b>	<b>1050</b>	<b>Delivery Primary/Secondary Sector</b>

Source: Education Resource Unit database

The data only captures the schools that completed the questions on textbook and readers in the school census form and should be considered informative rather than complete. It is evident from the data that there is not much improvement of textbooks student ratio. The information provided is only on quantity and not on the condition. There is a possibility that some of the textbooks and readers may not be in good condition (or appropriate teaching and learning resource for the year level and school context) at the time of reporting. The books distribution 2019 doubles the 2018 figure and increases the number of schools but it only shows the number of cartons but not the book types distributed.

**IO Indicator 5.2.3. Number and percentage of teachers using the new curriculum by sector**

PPY, Primary, Junior Secondary and Senior Secondary curriculum are currently being revised, updated and implemented by MEHRD. The curriculum reform commenced in 2017 with anticipated implementation at school level commencing in 2019 and 2020. Hence some teachers are using the new curriculum at this stage. This indicator will require time to achieve. Gathering data on the number and percentage of teachers using the new curriculum should commence this year school year but never happened. PPY curriculum is being trialled this year.

**5.3 Intermediate Outcome: Teachers using assessment for learning strategies**

**IO Indicator 5.3.1. Number and percentage of teachers using assessment for learning system**

This indicator measures the number of teachers that are using assessment results such as diagnostic assessment such as SISTA, PILNA, EGRA and classroom based formative and summative assessment to develop learning strategies in the classroom.

No verifiable data has been collected on this indicator as the assessment framework and training is still underway. In 2017, a draft policy framework for classroom assessment program for years one to three was completed in alignment with the new curriculum. In 2019 a plan to develop an overall assessment framework and policy commenced. This is a result of the Ministry shifting its focus to a mix of external and classroom base assessment towards a stronger reliance on quality classroom-based assessment to inform and developed sound learning strategies.

**5.4 Intermediate Outcome: Teachers using child-centered teaching strategies**

**IO Indicator 5.4.1. Number and percentage of teachers meeting agreed Standards**

This indicator measures the percentage of teachers that are meeting the agreed standards on using child centered teaching strategies to improve learning in the classroom. The development of the teacher standards is still in the initial planning stage. In 2019 a total of 1255 teachers were appraised and reports sent to TSC for deliberations and confirmations of offers. In the probationary cohort there are 1167 teachers there.

**TABLE 50. TEACHER APPRAISAL 2019**

Education Authorities	2018			2019										
	Probation	Trial	Total	Probation					Trial					
				Primary	Secondary	ECE	RTC/ TVET	Total	Primary	Secondary	ECE	RTC/ TVET	Total	
Central	72	30	102	23	34	10		67	18	9	1		28	
Choiseul	69	22	91	17	16	28		61	12	7			19	
Guadalcanal	259	107	366	124	73	58		255	59	14	6		79	
HCC	111	29	140	22	46	37		105	10	10	7	1	28	
Isabel	90	3	93	45	25	3		73	2				2	
Makira	78	27	105											
Malaita	261	71	332	100	107	12		219	57	27	7		91	
Outer Islands	53	23	76											
Rennell Bellona	29	5	34	11	10	2		23		2			2	
Temotu	93	11	104	35	33	20		88	9	4	1		14	
Western	209	65	274	25	15	7		47	9	7			16	
ACOM				14	15	8		37	3	8	3		14	
Archdiocese of Honiara					5	1		6		2			2	
Christian Outreach Church				1		5		6						
Church of the Living Word				2	1	1		4	1				1	
Church of Nazarene				1	1			2						
Diocese of Gizo				1	2	2	10	15						
SDA				43	13	3		59	16	8	1		25	
SSEC				15	13	2		30	6	7		1	14	
United Church				35	18	17		70	17	8	7	2	34	
<b>Total</b>	<b>1324</b>	<b>393</b>	<b>1717</b>	<b>514</b>	<b>427</b>	<b>216</b>	<b>10</b>	<b>1167</b>	<b>219</b>	<b>113</b>	<b>33</b>	<b>4</b>	<b>369</b>	

Source: Teaching Service Division Report

## 5.5 Intermediate Outcome: Teachers using quality literacy and numeracy strategies

### IO Indicator 5.5.1: Number of students achieving minimum learning outcomes of the new curriculum.

This indicator measures the achievement of students of the minimum learning outcomes of the new curriculum because of teachers using quality literacy and numeracy strategies in teaching.

There is no verifiable data available on this indicator and the minimum learning standards and new curriculum is still in the process of development.

## 6. IMPROVED MANAGEMENT

MEHRD engages in a collaborative process with education partners to improve education management at the school, Education Authorities and national level (MEHRD). Improvements in education management are inter-connected between the three levels of education management. Sound education management provides the foundation for increasing access to and improving the quality of education.

Agreed Standards will provide the basis for school and Education Authority performance monitoring and improvement. The development of Standards is a priority activity. At the national

level, MEHRD will concentrate on improving financial management and information systems with an expected positive ‘trickle down’ effect to provincial and school-based management.

### 6.1 End Outcome. Improved Management

Management systems and practices are embedded and sustained at school, Education Authorities and MEHRD to enable education outcomes to be achieved.

#### ***EO Indicator 6.1.1 Number and percentage of schools receiving second grant annually***

Schools receive grants twice a year and are required to retire each grant within a specified time frame. Schools who do not retire their first biannual grant are not able to receive the second biannual grant in the second part of the year. Schools must also be registered with MEHRD to receive grants. All schools receive their grants for the first biannual and is unconditional.

**TABLE 51. SCHOOL GRANTS DISBURSEMENT IN 2019**

School Grant Disbursements by School Type												
School Type	First Grant 2018			Second Grant 2018			First Grant 2019			Second Grant 2019		
	Total Number of Schools	Number of Schools paid	Percentage of schools paid	Total Number of Schools	Number of Schools paid	Percentage of schools paid	Total Number of Schools	Number of Schools paid	Percentage of schools paid	Total Number of Schools	Number of schools paid	Percentage of schools paid
Early Childhood Education (ECE)	304	193	63%	304	182	60%	303	181	60%	303	202	67%
Primary Education (PE)	751	699	93%	751	700	93%	751	719	96%	751	687	91%
Secondary Education (SE)	273	263	96%	273	258	95%	274	263	96%	274	264	96%
Rural Training Centre (RTC)	46	44	96%	46	42	91%	47	45	96%	47	45	96%
<b>Total</b>	<b>1374</b>	<b>1199</b>		<b>1374</b>	<b>1182</b>		<b>1375</b>	<b>1027</b>	<b>75%</b>	<b>1375</b>	<b>1198</b>	<b>87%</b>

Source: MEHRD Finance

181 ECE out of 303 were paid their school grants in first biannual 2019, this was 60% of all ECE in the country. The second biannual had increase to 202 of the 303 received school grants which increases to 67%. For primary schools 719 of the 751 schools received their first biannual in 2019 that was 96% and in the second biannual 687 of the 751 were paid their school grants which is 91% of the total primary schools and was reduced by 5% from the first biannual. The decreased is due to unretired school grant or unreturned of annual school census form from the schools. For the secondary 263 out of the 274 secondary schools received their first biannual which was 96%. For the second biannual 264 of the 274 secondary schools received their school grants which is about 96%. For the RTC 45 (96%) of the 47 centres received their grants in the first biannual as well as second biannual which is a 100% retirement of the first biannual.

### Types of Grants (in SBD)

TABLE 52. TYPES OF GRANTS BUDGET AND EXPENDITURE IN 2019

Types of grants	2018		2019	
	Sum of Revised	Sum of YTD	Sum of Revised	Sum of YTD
	Budget	Actual	Budget	Actual
MP Scholarships Award Grant	\$ 15,000,000.00	\$ 15,000,000.00	\$ 5,000,000.00	\$ 4,900,000.00
ECE Grant	\$ 2,200,000.00	\$ 1,896,730.00	\$ 2,300,000.00	\$ 1,922,895.00
SICHE Grant	\$ 22,000,000.00	\$ 22,000,000.00	\$ 22,000,000.00	\$ 22,000,000.00
Church Education Authorities Grant	\$ 3,109,500.00	\$ 2,119,038.00	\$ 3,922,121.00	\$ 3,670,330.27
Provincial Grants	\$ 8,811,000.00	\$ 8,810,220.00	\$ 10,578,379.00	\$ 10,558,643.65
T.V.E.T. Grant	\$ 2,861,200.00	\$ 2,757,153.00	\$ 3,861,200.00	\$ 2,764,978.00
Basic Education Grant	\$ 56,741,350.00	\$ 56,537,277.00	\$ 58,841,350.00	\$ 56,762,711.50
Senior Secondary	\$ 67,160,936.00	\$ 66,699,529.00	\$ 70,060,936.00	\$ 66,008,042.00

Source: MEHRD Finance

Table above shows the different type of grants paid from the MEHRD recurrent budget. Basic Education and Senior Education has the highest budgeted school grants. ECE and TVET shares the lowest amount of grants. The MP Scholarship grant is \$100,000.00 allocated for each constituency scholarships in 2019 which a reduction from previous year which is a decision from the national government for budget cut due to national general election which the MP only took office less than 12 months. The process for selecting the Member of Parliament scholarship recipients is managed by the Constituency Development Offices and is not part of the National Scholarship opportunities managed by the National Scholarships Division within SITESA. All Education Authorities public, private and church were given Education Authority Grants.

#### **EO Indicator 6.1.2. Number and percentage of EAs receiving second grant annually**

Education Authorities receive grants twice a year and are required to retire each grant within a specified time frame. Education Authorities who do not retire their first biannual grant are not able to receive the following year's grant at the commencement of the year. Education Authorities must also be registered with MEHRD to receive grants.

2019 EA Grants Disbursement						
EA Type	1st Biannual Grant			2nd Biannual Grant		
	Number of EAs	Total EAs	% Grant Receipt	Number of EAs	Total EAs	% Grant Receipt
Private & Churches	10	20	50%	15	20	75%
Provincial	8	10	80%	10	10	100%
<b>Total</b>	<b>18</b>	<b>30</b>	<b>65%</b>	<b>25</b>	<b>30</b>	<b>88%</b>

Source: MEHRD Finance

For 2019 1st Biannual Grant Disbursement 10 Private and Church EAs and 8 provincial EAs received their EA Grants while in the 2nd Grant Disbursement 15 Private and Church EAs and 10 Provincial EAs received their Grants. This was an increase of 25% in Private and Church EAs from 1st Biannual to 2nd Biannual 2019 while there was 100% disbursement in Provincial EAs.

Those EAs that did not retire their 2018 2nd Biannual Grants were not able to access 2019 1st Biannual Grant and those that did not retire their 2019 1st Biannual Grant were not able to access their 2019 2nd Biannual Grant.

***EO Indicator 6.1.3. Public expenditure on education as a percentage of total SIG expenditure***

This indicator measures the total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.

Table 53. Total SIG and MEHRD expenditure for 2019

***Expenditure on Education in 2019***

2019			
Budget Cd	SIG + MEHRD	MEHRD	%
272	\$ 3,308,428,135.00	\$ 1,183,107,911.00	36%
372	\$ 313,992,332.00	\$ 94,396,819.00	30%
472	\$ 480,250,750.00	\$ 58,000,000.00	12%
<b>Total</b>	<b>\$ 4,102,671,217.00</b>	<b>\$ 1,335,504,730.00</b>	<b>33%</b>

Source: MEHRD Finance

The Solomon Islands Government continues to allocate a high proportion of its annual budget to education, with 33% of the SIG overall 2019 budget being allocated to education. This consistently high percentage of government budget and expenditure on education shows that a good education system remains a high government policy priority. In 2019 the allocated SIG recurrent budget (272) for education was \$1,165,536,028. The total actual expenditure under this line for 2019 was \$1,134,244,648 leaving a remainder of \$31,291,380 unspent.

***EO Indicator 6.1.4. Total expenditure on education as a percentage of GDP***

Total public expenditure on education (current and capital) expressed as a percentage of the Gross Domestic Product (GDP) in a given financial year. This indicator shows the proportion of a country’s wealth generated during a given financial year that has been spent by government authorities on education.

***EO Indicator 6.1.5. Actual expenditure and budget***

Total public expenditure (current and capital) compared to planned expenditure for any given financial year.

**TABLE 54: ACTUAL EXPENDITURE BY SECTOR TYPE**

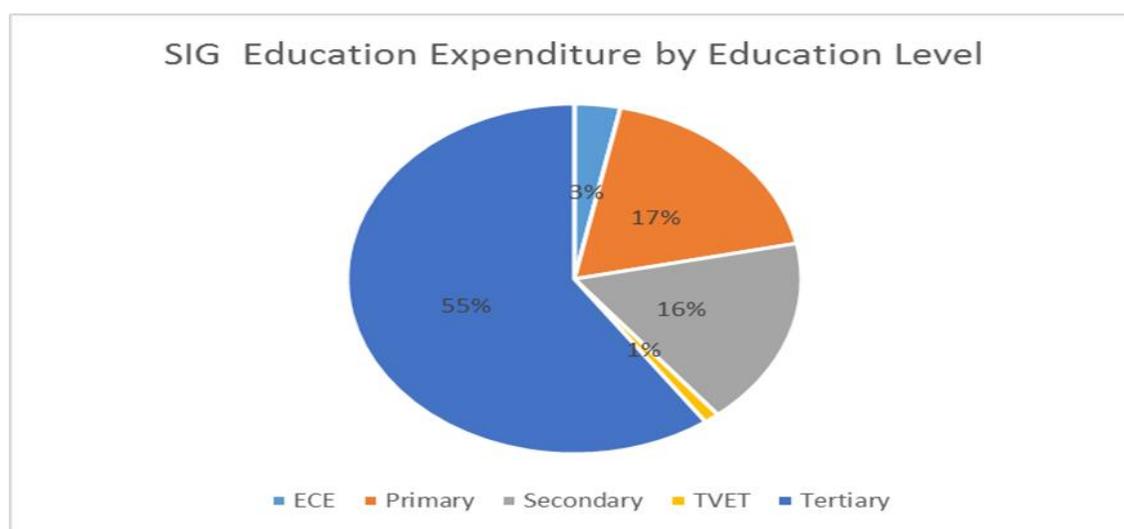
Sectors	2017		2018		2019							
	Budget	%	Actual	%	Budget	%	Actual	%	Budget	%	Actual	%
Admin	43,267,097	5 %	35,395,093	5 %	43,089,495	6 %	37,917,996	6 %	51,594,065	7 %	46,433,916	7 %
ECE	21,596,007	3 %	12,307,293	2 %	26,582,849	3 %	16,319,999	2 %	25,46,040	3 %	19,445,569	3 %
Primary	113,784,853	14 %	84,946,369	13 %	105,868,668	14 %	90,308,209	14 %	138,381,091	17 %	115,593,090	17 %
Secondary	111,225,732	14 %	86,974,679	13 %	111,266,608	14 %	105,450,678	16 %	122,754,964	15 %	110,588,521	16 %
TVET	9,131,650	1 %	4,476,589	1 %	10,864,028	1 %	5903,599	1 %	11,708,457	1 %	8,878,543	1 %
Tertiary	515,669,081	63 %	425,489,225	66 %	478,568,015	62 %	409,000,515	62 %	443,848,225	56 %	371,342,383	55 %
<b>Total</b>	<b>814,674,420</b>		<b>649,499,248</b>		<b>776,239,663</b>		<b>664,900,996</b>		<b>793,702,843</b>		<b>672,282,022</b>	

Source: MEHRD Finance

Tertiary education has the highest budget with 56% of the total recurrent budget in 2019 followed by secondary education. TVET sector has the lowest with just only 1% and ECE with 2%. In terms of budget expenditure most of the sectors has nearly 100% spending except secondary and tertiary sector their spending up to 99%.

#### ***EO Indicator 6.1.6. Recurrent allocation for per unit cost per education sector***

Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education. This indicator shows how financial resources for education have been distributed across the different levels or stages of education (early childhood, primary, secondary, tertiary/vocational). It measures the relative emphasis of government spending on a level of education within the overall educational expenditure.



Tertiary education has the highest expenditure with 55%, followed by secondary with 17%, then primary 16%, ECE with 3% and finally TVET with 1%. There was a decrease in spending in the tertiary level from the budget while an increase in spending for secondary from the budget and an appropriate spending in ECE and primary levels from the budget.

**EO Indicator 6.1.7. Education expenditure per student by level of education**

Total initial funding from government and international sources for a given level of education (early childhood, primary, and junior secondary, senior secondary, tertiary/vocational) per student enrolled at that level each year. The results expressed as a percentage of GDP per capita.

This indicator reflects the amount of resources invested on average in a single student, going beyond government sources so that an actual cost can be calculated. This allows comparison between years and can compare to other countries. This indicator is calculated by dividing total initial funding from government or international sources for a given level of education by the number of students enrolled at that level each year and again dividing by GDP per capita.

When considered as a percentage of GDP per capita, a higher value would indicate a greater priority to the specific level of education by government. For international partners, it indicates the commitment from donors to a level of education, but also potentially a greater degree of aid dependency. The indicator shows the real, total value of resources invested in one student and therefore the real unit cost.

**TABLE 55. GDP PER CAPITA**

GDP- 2,141.70 USD (2018)			
Sector	Total Expenditure	Total Enrolment	Funding/student
ECE	19,445,569	27,052.00	\$ 718.82
Primary	115,593,090	130,724.00	\$ 884.25
Secondary	110,588,521	52,105.00	\$ 2,122.42
TVET	8,878,543	4,229.00	\$ 2,099.44
Tertiary	371,342,383	3,628	\$ 102,354.57

<https://tradingeconomics.com/solomon-islands/gdp>

Tertiary Education has the highest funding per student followed by secondary and TVET then primary and finally ECE with the lowest funding per student.

**6.2 Intermediate Outcome: Schools show improvements against agreed standards**

**IO Indicator 6.2.1. Number of schools that meet new Standards**

This indicator measures the number of schools that meet agreed school standards. The intent of this strategy is to ensure that schools are complying with the school standards. Although the school standards are still in the process of development and is yet to be completed, through the whole School Inspection tool, 100 compliance checks were undertaken in 38 Primary School, 38 CHS, 13 ECE and 5 RTCs. Special inspections were also conducted which had resulted in identifying poor student attendance in 8 ECE and 25 primary schools.

Note: There were no whole school inspection activities conducted in 2019 hence no data available on schools meeting standards.

***IO Indicator 6.2.2 Number of school leaders that meet Standards***

This indicator measures the number of school leaders that meet agreed standards in school management improvements. There is no concrete data to report this indicator because the school leaders' standards are still in the process for development. There is a wider Provincial consultation done with all Education Authorities and MEHRD HoDs.

***IO Indicator 6.2.3. Number of School Boards that are fully functioning in line with the school board manual***

This indicator measures the number of school boards that are operational and meeting agreed standards. Consultation were done with PEAs, schools and school boards.

TABLE 56. NUMBER OF SCHOOL BOARDS OPERATIONAL IN 2019

2019 School Boards			
SchoolType	Reported	Operating	% Operating
Kindergarten	478	379	79%
Primary School	510	423	83%
Community High School	243	216	89%
Provincial Secondary School	16	12	75%
National Secondary School	10	6	60%
<b>Total</b>	<b>1257</b>	<b>1036</b>	<b>82%</b>

Source: SIEMIS

82% of the school boards reported as operating in 2019. Kindergarten has 79%, Primary 83%, CHS 89%, PSS 75% and NSS with 60%. There were numerous training already conducted on the School Board Manual.

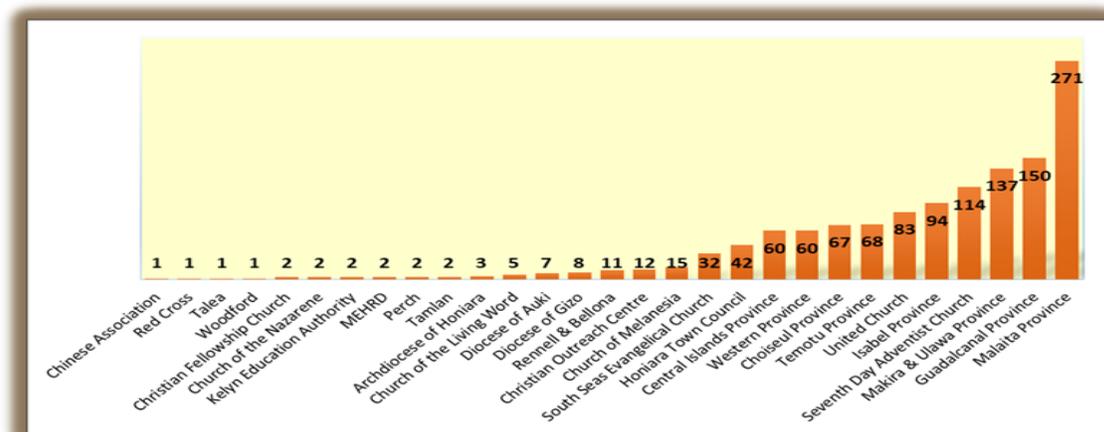
**6.3 Intermediate Outcome: Education Authorities operate to agreed standards**

Education Authorities play a pivotal role in supporting the improved performance of their schools. Authorities provide support, direction and oversight to schools whilst also retaining a strong link to MEHRD, hence their role is critical in ensuring school programs and management align to national priorities and policies within the cultural context of their respective communities. Therefore, the need for EAs to be professionally managed and performing to agreed standards is important.

***IO Indicator 6.3.1: Number of EAs that meet new Standards***

MEHRD is developing and implementing National Standards as a performance accountability, monitoring and improvement mechanism. The Education Act and the current National Education Action Plan (NEAP) will guide the design and implementation of National Standards for Education Authorities. The standards describe what EA officers need to know and do to provide the educational services to schools as outlined in the Education Act and the NEAP 2016-2020. The Standards relating to Education Authorities were developed this year with all EAs undertaken their first attempt at self-evaluation. All EA have not met all the standards.

**FIGURE 31. NUMBER OF SCHOOLS BY EDUCATION AUTHORITY**



SOURCE: SIEMIS

Malaita province the most populated education authority with 271 schools operated under their supervision from Early Childhood Education to National Secondary Schools. Guadalcanal provincial education authority as the second highest with 150 schools. The smaller private Education Authorities such as Chinese Association, Red Cross, Talea and Woodford has operated one schools each.

**IO Indicator 6.3.2. Number of PEAs and EAs that produce quarterly reports in a timely manner and appropriate format**

This indicator measures the number of Government and Non-government education Authorities that produces their quarterly reports in the appropriate format and submitted to Education Authority Coordination and Improvement on time.

**TABLE 57. EA BIENNIAL REPORT SUBMISSION**

2019 EA Biannual Reports Submission						
EA Type	1st Biannual Report			2nd Biannual Report		
	Number of EAs	Total EAs	% Reports Receipt	Number of EAs	Total EAs	% Reports Receipt
Private and Churches	2	20	10%	3	20	15%
Provincial	4	10	40%	4	10	40%
<b>Total</b>	<b>6</b>	<b>30</b>	<b>20%</b>	<b>7</b>	<b>30</b>	<b>23%</b>

Source: EA MEHRD Reports

In the first half of 2019, only two out of the 20 Private and Church EAs submitted their 1<sup>st</sup> biannual reports while four of the 10 Provincial EAs submitted their 1<sup>st</sup> biannual reports and in the second half of the year only three out of the 20 Private and Church EAs submitted their 2nd biannual reports while 4 of the 10 Provincial EAs submitted their 2nd biannual reports. There was

an increase of 1 private and church EAs reports submission in the second half while the provincial EAs reports submission remained at four reports.

#### **6.4 Intermediate Outcome:**

##### **MEHRD capacity at institutional, organizational and individual levels strengthened**

Improving the capacity for individuals to undertake their work to their potential. Ensuring MEHRD systems, processes and practices are efficient and effective. Creating an organization that can provide the best service to SIG and to the education service delivers – schools, school leaders and managers and most importantly teachers. These are all important areas for MEHRD to improve in the current NEAP.

##### ***IO Indicator 6.4.1: Improved MEHRD planning and reporting systems and processes***

###### ***Improvements in planning and financial management***

MEHRD further aligned the annual financial management (planning, budgeting procurement, acquittal) processes with annual work planning. The annual work plan (AWP) is developed through review and analysis of previous achievements and challenges and closely allied to the proposed NEAP outcomes. The financial plan and budget are now developed concurrently but informed by the priorities and activities within the AWP. Activities are then coded and tracked through procurement, implementation and acquittal phases ensuring improved accountability and more efficient management.

MEHRD annual work plans, reporting and other management requirements were all met during 2019, in terms of quality and timeliness.

MEHRD utilized key review forums (AJR, Mid-Year Review, Mid-NEAP Review) to analyze and make judgment on performance. Results were used to assist the planning and prioritizing of activities.

###### ***Improvements in data management***

Development of an open source education information management systems (OpenEMIS) commenced. This included a desk review and comparative analysis of potential products and the identification and contracting of a service provider. OpenEMIS will have profound impact on the capacity for all education providers and stakeholders (National, Provincial, education providers, schools, partners) to engage in all aspects of education information management. The ICT master plan was launched and implementation commenced in 2019. Most Provincial EAs were connected to SIG connect with Renbel and Central that yet to be connected.

Data management improvements in Higher Education Scholarships continued with the Scholarships Information Management System (SIMS) operational yet to reach full capability.

###### ***Improvements in higher education management***

Solomon Islands Tertiary Education Sector (SITESA) established and operational with staff appointed and office functional. Planning and coordination for the establishment of SITESA has been underway for many years. SITESA aims to:

- Support economic and social growth and prosperity
- Be sustainable with less reliance on long term donor support

- Achieve equitable participation in training, especially for women and provinces
- Be driven by the labour market demand and expectations
- Regulate and quality control the tertiary sector at all levels
- Achieve increased private sector investment
- Prepare more capable graduates to enter the workforce
- Improve tertiary institution courses and delivery
- Regulate and improve teacher quality and qualifications
- Reform and manage the SIG Scholarships program
- Create a national qualifications framework (SIQF)

### ***Improvements in project implementation***

MEHRD undertook a project-based approach to implementing challenging cross-divisional reforms. The phasing out the Year 6 Exams (SISEE) has been a priority for MEHRD for several years but has continually encountered roadblocks. A coordinated approach based on assembling a cross-division team successfully achieved the outcome whilst also making progress on other proposed improvements e.g. classroom-based assessment framework. There was improved support and collaboration between EAs and MEHRD and improved coordination as well as the improved collaboration between MEHRD divisions.

### ***Improvements in education legislative and policy reform***

Further refinement of the proposed new Education Bill continues with a stronger focus on the preparation of related Administrative Instructions and Policies.

### ***IO Indicator 6.4.2. ICT and communication learning resources***

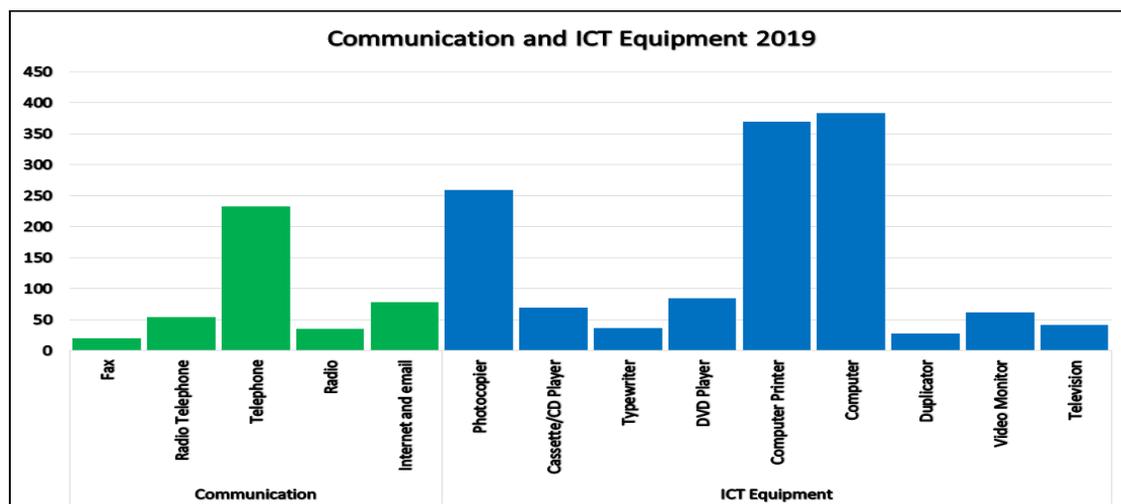
Schools are now educating a generation of students who are growing up in a digital world. As the use of ICT continues to grow globally, schools will increasingly require support to provide education services that embrace ICT and this requires the necessary infrastructure to be available to facilitate social and economic development.

The annual school census collects data on communication resource types and ICT equipment at the school level. This data indicates that there are many remote island locations throughout the Solomon Islands where the communities and schools have limited access to communication resources to support education.

**TABLE 58. NUMBER OF SCHOOLS EQUIPPED WITH ICT AND COMMUNICATION LEARNING RESOURCES (2016-2019)**

Resource Type	Equipment	2016							2017							2018							2019							
		ECE	PS	CHS	PSS	NSS	RTC	Total	ECE	PS	CHS	PSS	NSS	RTC	Total	ECE	PS	CHS	PSS	NSS	RTC	Total	ECE	PS	CHS	PSS	NSS	RTC	Total	
Communication	Fax			4				6	9	2	4	2	2	2	21	8	4	4	1	2	1	20	7	5	4	1	2	1	20	
	Radio Telephone	33	17	13	5	1	1	70	24	18	6	1	2	2	53	20	28	11	1	1	2	63	16	22	12	1	1	2	54	
	Telephone	45	81	88	4	22	6	246	102	88	74	14	12	17	307	88	88	46	9	4	14	249	79	81	50	6	4	13	233	
	Radio	6	2	3			18	28	9	10	6	1	2	32	60	8	7	4	1	1	20	41	5	8	3	1	1	17	35	
	Internet and email	6	7	49	4	47	2	115	16	8	42	6	80	6	158	14	13	24	7	6	7	71	13	15	30	7	7	6	78	
<b>Communication Total</b>		<b>84</b>	<b>110</b>	<b>156</b>	<b>16</b>	<b>72</b>	<b>27</b>	<b>465</b>	<b>388</b>	<b>116</b>	<b>132</b>	<b>22</b>	<b>98</b>	<b>55</b>	<b>811</b>	<b>138</b>	<b>140</b>	<b>89</b>	<b>19</b>	<b>14</b>	<b>44</b>	<b>444</b>	<b>120</b>	<b>131</b>	<b>99</b>	<b>16</b>	<b>15</b>	<b>39</b>	<b>420</b>	
ICT Equipment	Photocopier	24	23	164	20	21	10	263	23	78	172	34	16	14	337	22	47	112	13	9	12	215	22	59	142	12	9	15	259	
	Cassette/CD Player	36	22	23	3	2	2	88	40	24	16	2	0	2	84	37	16	14	1	0	7	75	34	14	12	2	0	7	69	
	Typewriter	3	5	14	1	2	42	67	9	6	34	4	4	66	123	9	10	14	2	1	5	41	8	9	14	2	0	4	37	
	DVD Player	42	12	31	3	3	2	93	31	24	30	8	6	4	103	29	20	23	5	3	8	88	26	21	22	3	2	10	84	
	Computer Printer	39	176	290	37	60	20	622	32	160	342	63	34	40	671	30	97	161	13	9	29	339	29	110	182	13	9	27	370	
	Computer	75	112	611	56	151	59	1064	44	206	768	94	132	122	1366	43	109	165	12	9	28	366	41	124	169	12	9	28	383	
	Duplicator	3	3	8	1	1	1	17	10	6	6	4	2	2	30	10	6	5	2	1	2	26	10	6	7	2	1	2	28	
	Video Monitor	24	3	17	3	7	2	56	27	10	20	8	8	2	75	25	10	15	5	4	6	65	24	12	14	4	3	5	62	
	Television	9	4	18	3	8	3	45	12	4	18	4	2	4	44	11	6	14	1	2	4	38	11	7	16	1	3	4	42	
	<b>ICT Equipment Total</b>		<b>255</b>	<b>360</b>	<b>1176</b>	<b>127</b>	<b>255</b>	<b>141</b>	<b>2315</b>	<b>228</b>	<b>518</b>	<b>1406</b>	<b>221</b>	<b>204</b>	<b>256</b>	<b>2833</b>	<b>216</b>	<b>321</b>	<b>523</b>	<b>54</b>	<b>38</b>	<b>101</b>	<b>1253</b>	<b>205</b>	<b>362</b>	<b>578</b>	<b>51</b>	<b>36</b>	<b>102</b>	<b>1334</b>
	<b>Grand Total</b>		<b>339</b>	<b>470</b>	<b>1332</b>	<b>143</b>	<b>327</b>	<b>168</b>	<b>2780</b>	<b>616</b>	<b>634</b>	<b>1538</b>	<b>243</b>	<b>302</b>	<b>311</b>	<b>3644</b>	<b>354</b>	<b>461</b>	<b>612</b>	<b>73</b>	<b>52</b>	<b>145</b>	<b>1697</b>	<b>325</b>	<b>493</b>	<b>677</b>	<b>67</b>	<b>51</b>	<b>141</b>	<b>1754</b>

Source: SIEMIS

**FIGURE 32. COMMUNICATION AND ICT EQUIPMENT 2019**


About 223 schools reported that they have telephone (mobile) available for communication. 79 ECEs, 81 Primary, 50 CHS, 6 PSS, 4 NSS and 13 TVET. 78 schools reported they have access to internet. ICT equipment, computers 383 schools, computer printers 270 school and photocopier 259 schools. 9 out of 10 NSSs they have computers, printers and photocopiers.

## 7. DATA SOURCES

Budget Strategy and Outlook Volume
Global Sustainable Development Goals (SDG4)
MEHRD Annual Joint Review Report 2019
MEHRD Corporate Profile (revised 2019)
MEHRD Mid-Year Review Report 2019
MEHRD Quarterly Progress Reports 2019
MEHRD Results Framework (RF) and Monitoring, Evaluation and Learning Plan (MELP) (Version 2)
National Education Action Plan 2016-2020
National Education Action Plan Implementation Framework 2016-2020
Pacific Regional Education Framework 2018-2030 (PacREF)
Solomon Islands Early Grade Reading Assessment, 2017
Solomon Islands Education Management Information System (SIEMIS). Data extracted April 2019.
Scholarships Information Management System (SIMS)
Solomon Islands National Development Strategy (NDS)
Solomon Islands Standardized Test Achievement Results Report, 2018
<a href="https://tradingeconomics.com/solomon-islands/gdp">https://tradingeconomics.com/solomon-islands/gdp</a>
UNESCO Institute for Statistics Education Technical Guides 2009
UNESCO Metadata for global and thematic Indicators, SDG4 and Education 2030